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ABSTRACT

As the result of a project utilizing a series of conferences and workshops to create an awareness and responsiveness on the part of business, labor, government agencies, and community college groups to disabled students' work capabilities, aspirations, and educational needs, this report outlines approaches that can be utilized in developing similar programs to increase the employment potential of disabled community college students. The various approaches include: procedures used in organizing the program as a whole and those used in planning individual workshop sessions; techniques of soliciting organizations to participate in workshops; ways and means of organizing advisory groups; methods used in formulating workshop agendas; methodologies for small group problem solving and large group interactions; and assessment techniques to aid in evaluating interim and final outcomes. The report also reviews the project's workshop series in terms of industry and community college updates; job searching skills; concerns and solutions regarding employment of disabled persons; myths, misconceptions, and misinformation; and programmatic activities. Program evaluation indicated a highly favorable reaction to the workshop series overall. Recommendations on how both industry and community colleges can improve their relationship with disabled persons are made. (TB)

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COLLEGE AND INDUSTRY:
PARTNERS IN THE HANDICAPPED EMPLOYMENT ROLE
(CIPHER II)

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JC 780 207

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in cooperation with the
Division of Occupational Education Supervision
The New York State Education Department
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FOREWORD

In response to the occupational and employment needs of community college students who are disabled, the CIPHER project, "College and Industry: Partners in the Handicapped Employment Role" was developed and implemented. The project set out to meet these needs through programmatic activities involving the three major groups directly concerned: employers, college personnel and disabled students.

The CIPHER program provided opportunity for a wide ranging exploration of concerns and issues related to the employment of disabled individuals. As one member of program's advisory committee stated:

> "We're participating in this program to overcome our biggest obstacle, getting the 'know-how.' Our sharing experiences of how colleges and companies make adaptations and accommodations in training and hiring disabled individuals is a commitment we need and want to make. Once we see that another organization has made a modification, it becomes a support. We begin to feel, if they can do it, then we can too."

Several outcomes of the program offer evidence that the project's impact was of sufficient strength to facilitate the process of employing disabled college students. Of equal importance, however, may be the structure of the program which can serve as a model that colleges can use to increase the employment of disabled students.

In a step-by-step fashion this report outlines approaches that can be utilized in developing programs to increase employment potential of disabled individuals. Included are descriptions of:

1. Procedures used in organizing the program as a whole, and those used in planning individual workshop sessions.
2. Techniques of soliciting organizations to participate in workshops;

3. Ways and means of organizing advisory groups;

4. Methods used in formulating workshop agendas;

5. Methodologies used in small group problem solving and large group interactions;

6. Assessment techniques that aid in evaluating interim and final outcomes.

Although the project brought together people representing many different constituencies, there was an emergence and discussion of issues and concerns which validated the extent to which the workshop program was successful.

Lee Cohen, Ph.D.
Director
Institute for Research and
Development in Occupational
Education

ACKNOWLEDGMENTS

Many people and organizations contributed significantly to the "College and Industry: Partners in the Handicapped Employment Role" project. Sincere appreciation for its continued support is given to:

Dale Post, Director
and
William Boudreau, Supervisor
Division of Occupational Education Supervision
New York State Department of Education

The following industry/labor/public agency/government organizations sent workshop representatives having the requisite expertise for making new inroads in the employment of disabled students.*

Organizations Represented at CIPHER Meetings - 1976-1977

Business

Alexander's Department Store
B. Altman
American Airlines
American Export Lines, Inc.
AMTRAK
Benton & Bowles
Bloomingdale's
Citibank
Con Edison
Doyle, Dane, Bernbach
Eastern States Bankcard
Grumman Data Systems
Haskins & Sells
Hospital for Special Surgery
Hurdman & Cranstoun
IBM
Irving Trust Company
J. K. Lasser
R. H. Macy's
Manufacturers Hanover Trust Company
McGraw Hill
Memorial Sloan Kettering Hospital
Montefiore Hospital
National Railroad Passenger Corp.
New York City Transit Authority
Port Authority Trans-Hudson Corp.
J. C. Penney
J. Walter Thompson
United Parcel Service
United States Industrial Chemical Co.
Xerox Corporation

Other Organizations/Programs

American Institute of Banking
American Institute of CPA's
Educational Audio & Reading Services for the Blind
New York City Board of Education
Unions: RWDSU, AFL-CIO, Local 1-S
Transport Workers Union, Local 100
United Storeworkers Union

*Names of individual participants are listed in Appendix A.

Providing on-campus support to their student personnel staffs, and serving on the project's Advisory Council were:

Dean John Q. Adams
Nassau Community College

Dean Dolores Bullard
Bronx Community College

Dean Robert Feinstein
New York City Community College

Dean Julius Ford
Westchester Community College

Dean Richard Gonzalez
Borough of Manhattan Community College

Dean Myron Kalin
Bronx Community College

Dean Jeffrey Kleinberg
La Guardia Community College

Dean Peter Martin
Eugenio Maria de Hostos Community College

Dean Murray S. Plissner
Kingsborough Community College

Dean Irving Slade
Queensborough Community College

Dean Stamos Zades
College of Staten Island

Reflecting concerns of business/labor/government groups and ensuring the participation of organizations within these areas were the following members of the project's Advisory Council:

Frank C. Arricale II
Executive Director
Division of Personnel
Board of Education

Herbert Bienstock
Regional Commissioner
of Labor Statistics
U. S. Department of Labor

J. W. Bloch, Director
Food Services
Montefiore Hospital

Paul Cholak, Administrator
Employee Relations
R. H. Macy, Inc.

Louis Cirami
Vice President
Kerns Manufacturing Company

Deborah Fuller
Personnel Director
Hospital for Special Surgery

Edward Handman
Director of Public Relations
District Council 37
AFSCME (AFL-CIO)

Phillip Paterno
Cost Analyst
New York Telephone Company

James P. Northrup
Manager of Employment
W. R. Grace

Gloria Shepard,
Deputy Director
Aviation Development Council

James A. Smith
Associate Area Representative
of the HRDI
AFL-CIO

Bruce Wallin, Vice President
Personnel & Administration
Young and Rubicam

Representing the college staffs were a variety of professionals representing job placement offices, career and academic counseling departments, vocational education and special services programs for the disabled whose participation contributed to achieving positive outcomes.*

Recognition is given to the following resource people who assisted the project staff in obtaining business, labor, and government participation on the Advisory Council:

Owen Bernstein - New York State Department of Mental Hygiene

Eli E. Cohen, Executive Secretary, Advisory Council for Occupational Education, New York City Board of Education

Floyd O. Flom, Vice President - Public Affairs
Economic Development Council of New York City, Inc.

Eunice Fiorito, Mayor's Office for the Handicapped

To the many disabled high school and college students who shared their insights and aspirations, we offer our gratitude.

For the assistance in carrying out the myriad of administrative details we thank Gloria F. Davis for a job well done. For assisting in the final editing of the final report, acknowledgement is accorded to Roslyn Fisher.

Bert Flugman, Ph.D.
Project Associate

David Katz, Ph.D.
Project Director

*Names of individual participants are listed in Appendix A.

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COLLEGE AND INDUSTRY: PARTNERS IN THE HANDICAPPED EMPLOYMENT ROLE II

(CIPHER II)

BACKGROUND

Need and Rationale for the Project.

The Institute for Research and Development in Occupational Education (IRDOE) has been developing and implementing programs which respond to the needs of the handicapped students in selected two-year colleges throughout New York State.[1] A key outcome of these programs has been an acknowledged awareness by all of the program participants (handicapped students, college counselors, job placement personnel, and administrators) that programmatic activity involving handicapped community college students requires the crucial input of the business, industry and labor sectors of the community.

Two-year institutions have increased their enrollment of disabled students due in part to IRDOE's efforts aimed at sensitizing community college teams to develop different approaches to recruiting the disabled, modifying on-campus facilities and instruction, organizing support services and, lastly, assisting the disabled student in obtaining employment. It is this last-mentioned component, employment, that has been perceived as being inadequate in satisfying a basic expectation of the disabled college graduate--the expectation that s/he will be able to compete with the non-disabled in securing a job and beginning a career.

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1. Schneps, J., Katz, D., and Watkins, J. Implementation of strategies for the handicapped (Report No. CASE-31-76) New York: CASE Institute for Research and Development in Occupational Education, City University of New York, 1976.

In response to the occupational aspirations of disabled students attending community colleges in the greater New York metropolitan area, the CUNY Institute for Research and Development in Occupational Education (IRDOE) developed and implemented a program focusing on employment needs of the handicapped. The CIPHER program--College and Industry: Partners in the Handicapped Employment Role--reflects an awareness by community college student personnel staff, administrators, and disabled students that there is need for collaborative activity between the college and business/labor/government communities in satisfying employment needs of disabled students.

With this reality in mind, the CIPHER program responded to the employment needs of disabled persons. It provided supportive service to community college student personnel offices at a time of need, and perhaps more importantly, it maintained a steady and continuous contact with business, labor and government. The program brought together representatives of major businesses in the metropolitan area, and community college representatives including disabled students to explore the work capabilities of the handicapped. Sensitizing college and industry groups to the employment needs of community college students who are disabled is but a first step in the process of securing employment for handicapped individuals.

Our current experience in CIPHER has shown on an industry-by-industry basis that myths and misinformation surround the employment of the disabled. The CIPHER program was planned and carried out to clarify misconceptions and misunderstandings in such areas as: insurance rates, workmen's compensation liability, meeting EEO requirements, eliminating architectural barriers, and work capabilities of

individuals with differing disabilities (e.g., many industry people are startled to find that blind people are able to perform as computer programmers).

In a parallel fashion, community college people need to increase their awareness of the realities that industry personnel officers face when considering the employment of disabled individuals. These concerns included: How does the organization reconcile its concern with the "bottom line" and its desire to be socially responsible? What are the possible effects on co-workers? How can negative attitudes held by department supervisors be countered? Will efficiency and quality of performance be compromised?

Finally, since there has been a radical change in the job development and job placement services at the community colleges, CIPHER served as a vital communication link between the college and business/industry communities. For example, in the late sixties and early seventies, it was commonplace for job placement personnel to spend much time in the field doing job placement and development. It was through person-to-person contact that relationships between college and industry were made thereby ensuring the development and/or maintenance of employment sources for community college graduates. That situation no longer exists. Recent reductions of student personnel staffs have resulted in greatly reduced activity in job placement/development. Retrenchment of these services affect disabled students considerably more than their non-disabled peers. For example, the "ombudsman" function of the job placement officer on behalf of his/her disabled client is less realizable in that job placement/development activities have either been eliminated or so reduced

that they are no longer recognizable as a separate entity.

The CIPHER project sought to ameliorate the problems and concerns faced by personnel in industry and community colleges by providing a forum in which they could express their experiences and needs in a climate conducive to the development of trust. Through this process issues of mutual interest were collectively faced and the basis for cooperative working relationships were established to the benefit of the disabled student and ultimately to the benefit of industry and the community as well.

Project Objectives.

The overall goal of CIPHEP was to create an awareness and responsiveness to the employment potential of handicapped two-year college graduates on the part of business, labor, government, community college job placement directors, career counselors and coordinators of special services for the disabled. More specifically, the primary objectives were:

- To expose and sensitize business, labor, government agencies and community college groups to the employment potential of the handicapped;
- To organize two separate advisory councils, one of college job placement directors, and one of personnel directors of business/industry/labor and government;
- To inform program participants of current government affirmative action decisions and legislation as they relate to employment of the handicapped;
- To increase, through person-to-person contact, the employment possibilities for disabled graduates.

THE PROGRAM DESIGN

Organizing and implementing the CIPHER program required a tripartite structure involving the "buying" community (employers) with the "selling" agency (two-year colleges) to increase the marketability

of the "product" (disabled students). These three groups were the major constituencies which were represented at a series of six workshops held throughout the academic year. As in the past year, each workshop focused on an occupational cluster that reflected the work interests of disabled students and the occupational programs offered at community colleges. During the first project year the following industries and occupational clusters were represented: banking, insurance, health, and technologies. The second year brought together representatives from the transportation, retailing, advertising, accounting and data processing industries.

Program Planning Procedures.

Advisory committee. The organizing principle of the project team in developing and planning CIPHER workshops was the solicitation of representative viewpoints upon which workshop content and selection of industries to be represented would be based. Two advisory committees to the CIPHER project were formed, one made of of business representatives at the management level, and the other of deans of student personnel departments at the colleges represented at CIPHER workshops.[2] Formation of the industry advisory committee was facilitated through contacts with the Economic Development Council of New York City, the New York Mayor's Office on the Handicapped, and the Advisory Commission to the New York City Board of Education for the Occupational Education of the Handicapped. Each of these groups, either introduced or recommended representatives from industry who would actively serve as members on an advisory committee. The project

2. See page 9 for some concerns expressed by the industry advisory committee relating to the employment of disabled community college students which were subsequently incorporated in some manner into CIPHER meetings.

team was also able to utilize IRODE's ongoing contacts with industry in building this advisory group.

The college advisory committee was formed relatively easily and consisted of those deans who had participated in other IRDOE projects and who, in general, played an active part (intra and inter-university) in student affairs at the community college levels (see Appendix D for a list of members of both advisory committees and meeting agendas).

The value of both advisory committees lay in their roles as critics of proposed agendas for regular CIPHER workshops, as reflectors of concerns of members of their own constituencies, as sources of encouragement in the undertaking of projects interfacing with CIPHER, and as an influential force in ensuring industry and community college representation at regular CIPHER workshops.

Members of college student personnel staffs who were particularly active in past CIPHER programs were also surveyed to apprise the project team of the day-to-day concerns and needs of college personnel and handicapped students. The student personnel group consulted included: admissions, academic and career counselors, job placement and job development officers, and college coordinators for the disabled. In addition, student input was incorporated through use of the results of a survey of occupational aspirations of disabled students at the colleges participating in workshops. The project team also participated as members of the University Committee for the Disabled, which represents the disabled at all nineteen units of CUNY. Participation on this committee enabled additional priorities regarding program plans to be identified and provided a forum for the advertisement of CIPHER workshops.

Finally, the project team made use of the advice and expertise of professionals in the metropolitan area who were involved on a day-to-day basis with the rehabilitation, vocational counseling and job placement of disabled individuals. These advisors came from such institutions as the Institute for Rehabilitation Medicine, the Human Resources Center at Albertson, New York, and the Bronx Veterans Administration Hospital.

The cross section of individuals and institutions whose viewpoints were considered in program planning along with the completion of workshop-by-workshop evaluations assured the project team of maximizing the relevancy of workshop content to the needs, concerns and expectations of program participants.

Selection and contact of industry representatives. Representatives from personnel departments and affirmative action offices made up the bulk of industry attendees at CIPHER workshops. Such well-known companies and institutions as Chemical Bank, Montefiore Hospital, IBM, Xerox, United Parcel Service, R.H.Macy's, Haskins and Sells and J. Walter Thompson have attended CIPHER workshops. (See Appendix A for a list of industry participants in this year's CIPHER workshops.)

As stated earlier, industry groups were chosen and invited primarily on the basis of the distribution of disabled students in similar occupational programs at the colleges. Also considered were estimates of the future employment outlook in any one particular industry. To provide a balanced perspective, however, on occasion representatives from an industry or occupational cluster with heavy student enrollment, e.g., health careers, were invited to outline projected decreases in job openings in their field.

Contact with any one organization was initiated on recommendations of the business advisory committee to the project, industry associations and community college personnel and consultants. Recommendations from any of the above sources to a specific individual within a company were the most productive means of insuring industry participation in the program.

The actual contact with all businesses was usually conducted by telephone after which follow-up material explaining CIPHER was forwarded. The importance of this initial telephone contact cannot be underestimated. The contact required a careful explanation of the intent of CIPHER, the role that the business representative would play at the meeting and a clear understanding that business personnel would not be asked to find or promise jobs for community college students. In addition, it was made clear that the level of discourse at the workshops would be such as to discourage recriminatory exchanges based on perceived past discriminatory practices by industry toward the disabled.

The industry attendees at the conference came from different strata within any one organization. While the initial contact was usually made at the level of vice president, department head or director, the actual attendee at any one workshop ranged from a job interviewer to the vice president. (See Appendix A which designates job title as well as firms in attendance.)

Selection and contact of community college personnel. The aim of CIPHER was also to have in attendance at workshops representatives from community colleges in the New York metropolitan area. The following community colleges took advantage of the opportunity to participate:

Bronx Community College
Dutchess Community College
Fashion Institute of Technology
Eugenio Maria de Hostos Community College
Kingsborough Community College (Manhattan Beach)
Fiorello H. La Guardia Community College
Borough of Manhattan Community College
Nassau Community College
New York City Community College
Queensborough Community College
College of Staten Island (Sunnyside Campus)
Westchester Community College

Individuals from community colleges in job titles of academic, personal and career counselor, job placement officer, job development officer, coordinator for the disabled and dean of student personnel attended workshops at the request of the project team, who had initially garnered support from college administration. In addition, faculty members from departments whose subject area was related to the industry represented at a particular workshop were also invited and attended, e.g., accounting, data processing, advertising. Since the individuals in the former group (primarily student personnel staff) engage in multiple functions vis-a-vis the disabled, the CIPHER program was viewed as a means of infusing school-to-work issues, activities, and information into the fabric of service offered to disabled students.

Workshop topics and agendas. Workshops were structured to facilitate an exchange of information in such areas as: Training programs at community colleges, personnel practices of corporations, state and federal laws governing the hiring of the handicapped, health and disability insurance provisions, and equipment and architectural modifications.

Some concerns expressed by the industry advisory committee relating to the employment of disabled community college students which

were subsequently incorporated in one form or another into CIPHER meetings are outlined below:

- What mechanisms are there for informing an employer that a student, handicapped or not, is available for work?
- To what extent is the community college sensitive to industry's desire to hire only those students with very high academic grades?
- How can industry deal with "problems" created among co-workers when handicapped persons are employed?
- How can community college placement personnel learn more about the particular procedures or nuances in any one industry so as to effectively place disabled students?
- In what way can community colleges secure work experience on campus for handicapped students?
- How can an organization be educated not to generalize from one or two negative experiences with handicapped employees?

In addition, the workshops were designed to promote an examination of each group's (handicapped student--college representative--employer) point-of-view in relation to: being disabled and seeking employment, developing and placing disabled students in jobs, and hiring community college graduates who were disabled. Toward these ends each of the six CIPHER workshops were composed of two major components, a large group session primarily didactic in nature at which the participants made individual presentations, and a series of small group activities during which participants worked as members of problem solving groups.[3]

3. See Appendix B for all workshop agendas.

Over the course of the workshops the following topics were covered in the large group sessions by each industry group:

- Services or products offered by the industry.
- Major occupational/job categories within each segment of the industry.
- Job market trends within the industry. Labor needs, current and in the next three to five years.
- Personnel practices related to recruitment, assessment procedures and training programs.
- Modifications of personnel practices when hiring and employing disabled individuals.
- Experiences in recruitment and employment of disabled employees.
- Corporate policies that have affected the employment of disabled individuals.

The community college representatives present at workshops were asked to give the companies present overviews of their college programs since many employer representatives were learning about programs for the disabled for the first time, and were also learning about the kind of "product" the community college offered in general. Over the course of the workshops the following topics were covered by the community college representatives in the large group sessions:

- The role of the community college in the greater New York metropolitan area.
- The occupational preparation offered.
- The roles and functions of the student personnel staff:

  ...education/career counselor
  ...job placement officer
  ...cooperative education coordinator
  ...coordinator of special services for the handicapped

- The job placement/development activities used in securing jobs for disabled students.
- Examples of successful placements of disabled students and the elements that contributed to their success.

While the intent of the information presented by both industry and the community college was to inform each other of procedures, both formal and informal, often the information exchange seemed to inform individuals within respective groups of what they themselves were doing with regard to employing the handicapped.

The small group problem solving techniques used in the CIPHER workshops had a number of general functions. These included:

- Exposing industry personnel to disabled community college students who were able to articulate their needs, feelings and concerns.
- Requiring all parties (college-industry-student) to interact in a way so as to reveal points-of-view, values and "real" behavior toward disabled individuals.
- Promoting a climate for the examination and critique of attitudes, beliefs held, and behavior exhibited by all parties relating to the employment of the disabled individuals.

In addition to specific instructions participants in small group problem solving sessions were directed to:

- Identify and examine factors they considered in arriving at the solution.
- Identify those who would be dealt with in implementing the solution.
- Analyze aspects of the solution that are concerned with peoples' attitudes and/or emotions.

The small group techniques used in heterogenous groups made up of industry personnel, community college staffs and students are outlined below.[4]

Nominal group technique (modified).[5] This small group problem solving technique brought together all parties to generate critical

4. All materials and instructions used in small group exercises can be found in Appendix C.
5. Delberg, A.L., Van de Ven Van, A.H., Gustofson, D.H., Group Techniques for Program Planning. Glenview, Ill. Scott Foresman, 1975.

concerns in employing the disabled individual as perceived by disabled students, community college personnel and business/industry representatives. The list of generated concerns were then rank ordered from least to most important.[6] The workshop participants then considered solutions to some of the following concerns, problems and scenarios over the course of the workshop series:

1. Oftentimes personnel officers report that their attempts to hire disabled workers are thwarted by less than positive reactions from supervisors and potential co-workers. What approaches have you found to be helpful in achieving these objectives for disabled students?

2. Student personnel workers are faced with helping students choose an occupation and plan for its attainment. What specific approaches have you found to be helpful in achieving these objectives for disabled students?

3. The face-to-face interview between the disabled job seeker and the personnel officer is often an educative process for both participants. How does the disabled person present him/herself in a way that deals with the "asked" and "unasked" questions that an employer might have?

4. In hiring the disabled, it is sometimes necessary to modify working conditions to meet some needs of the employee. How does business/industry approach the task of modifying working conditions to accommodate the disabled?

5. To what extent do personnel officers make use of the community college job placement office to meet their firms' employment needs? What are the advantages/disadvantages to industry in using the job placement office as a source for hiring the disabled?

6. In many instances, businesses, especially large corporations, are concerned with the "public image." In what ways does this concern conflict with their hiring of the disabled for positions where there is visibility of the disability?

Job placement simulation. Prior to one CIPHER workshop, a community college placement officer was asked to send a disabled student to a company for a job interview. Although the job did not exist, all those involved in the activity: placement officer, student and

6. See Appendix C for all problems generated.

personnel director, were asked to act as if this was a "real" job. All participants were given guidelines for recording notes of their experiences which were then used in a critique and analysis of this simulation at the next CIPHER workshop.

Job development simulation. Prior to a CIPHER workshop, two community college placement directors met with personnel officers from a major retailer and advertising agency. College and industry personnel were asked to undertake the job development process as though they were engaging in an actual job development effort. The college and industry participants in the simulation recorded what they did prior, during and after their job development meeting. The process and outcomes of this event as perceived by the four people involved were reviewed at the next CIPHER meeting.

Case study analysis. Workshop participants were provided with background material on several community college students who were disabled. The case study materials included significant information on educational achievement, work history, skill development and nature of the disability. Participants were asked to respond to a series of questions related to the student's vocational potential, career paths and modes of placement.

Employer orientation program. Participants were asked to design a step-by-step program to orient an employer to the employment potential of handicapped individuals, including those who had graduated from two and four-year colleges. Participants were to take into consideration occupational training programs offered by the college, jobs held by alumni who are disabled and successful and unsuccessful efforts in placing students with varying disabilities.

Role reversal. To stimulate divergent thinking, project staff led a role reversal activity at one workshop. Directions requested that participants respond to the question, "What would you do to facilitate the employment of the disabled?" In replying, college personnel were asked to respond as though they were from industry, and business representatives were asked to answer as though they were members of the college community. (See Appendix C for a summary of responses.)

THE WORKSHOP SERIES: ISSUES AND OUTCOMES

It was recognized after several CIPHER meetings that participants were expressing similar concerns at each workshop. For this reason the issues and outcomes of all workshop discussions and problem-solving sessions have been combined in this section of the report. Responses to these and related questions and concerns will provide the framework for this section.

Questions that community college placement personnel most frequently asked are: "What kinds of modifications is your company willing to provide in accommodating a disabled employee?" and "How do personnel departments sensitize line supervisors/managers to the employment of disabled persons?"

Industry personnel inquired, "What are the supportive services provided by the community colleges related to psychological counseling?" and "How much encouragement does a community college offer disabled students in the areas of social and recreational activities?"

Perhaps the most incisive questions came from disabled students themselves: "As a disabled person, does industry expect more of me because I am disabled?" "Does the disabled job applicant have to demonstrate a higher degree of work performance than does a non-disabled candidate?" "Should a job applicant who is disabled divulge his handicap if it is a covert condition?" "Does industry view visibly handicapped individuals differently than those whose disabilities are covert?"

What follows describes the realities of how participants actually feel, think, and behave in relation to the "problems" of hiring and employing disabled individuals and thus represents the ways things are rather than the way they should be.

First, the information that industry personnel shared with community college staff and students about their employment practices will be presented; then the information community college participants provided to industry will be described.

Next, we will discuss particular concerns and possible solutions regarding employment of persons with a disability which emerged at the workshops. Myths, misconceptions and misinformation presented and clarified by participants will follow. Many direct quotations from the tapings of the workshops have been included in the hope that they may more accurately convey some of the flavor of the participants' reactions.

Industry Update

Changes in recruitment practices. The recent economic crises in the New York City metropolitan area affected both community colleges' and industry's ability to respond to the job needs of disabled and non-disabled students. On the post-secondary level, community colleges reduced their career counseling staffs dramatically and in several instances the job placement positions were eliminated. Similarly, retrenchment by industry because of reduced budgets resulted in changes of recruitment styles. For example, several companies indicated that they had eliminated using commercial employment agencies; a recruiting approach which they deemed as being very helpful in that the agency rather than the company did the testing and screening of job applicants. Presently, these companies are doing those tasks themselves, and consequently, they have had many more disabled people coming in on their own. Some personnel people indicated that this new reality of having to test, interview and screen job applicants

who are disabled was "unsettling" on an emotional level. One personnel manager stated that interviewing these people on a "walk-in" basis made him feel that he was "up against the wall." His plea was directed at community colleges not to discontinue their counseling assistance to the disabled even in light of budget cutbacks. He reiterated observations that the people he was seeing were unprepared for employment and that the community college seemed to be an excellent avenue for satisfying for the most part their training needs.

Although one may accept this assessment on face value, implicit in the employer representative's statement is the realization that companies need to participate in CIPHER-type programs where emphasis is on sensitization to and awareness of employment capabilities of disabled people.

One employer participant told of his company's pilot program at corporate headquarters in which the hiring of disabled workers is being planned for all jobs--from those in the mailroom and extending upward to management training programs and middle management positions. Although the company does employ handicapped people presently, it did not have a formalized recruitment program. As a result of the CIPHER sessions he attended, the employment manager said that he and his staff would be meeting with community college people to bring handicapped people into the company's employment picture.

Hiring practices--Advertising: A major component of each CIPHER workshop was the time set aside for representatives from each participating company to give an overview of its organizational structure, jobs within the company, and the job requirements. For example, an employment manager of one of the largest advertising agencies in the United States explained how the firm was structured.

"In the advertising part of the business, getting the ads out in front of the people to whom we are trying to sell things consists of account people who contact the client and who are directors of what goes on; in addition, there are the creative and media departments consisting of artists and writers. We also have a traffic department and a research and planning section. All of these aforementioned areas are the ones that contribute to the advertising part of our business. Since we are located in New York, we are also the corporate headquarters. Consequently, we have financial people who do all the billing and payroll for the whole country. Accountants and legal departments are also part of personnel and support services. In essence, we have a corporate overview that has the normal machinery of a company plus the advertising expertise of the areas previously mentioned."

Throughout the CIPHER program, employment managers indicated a wide range of educational requirements depending on the needs of an individual company and/or industry. For example, in some industries there was much demand on an entry-level for those having a high school diploma or a graduate degree in business; while in other companies, employees represented the entire range of educational levels.

"In advertising, there's a wide range of educational requirements. For example, people in either media, research or account work usually have a four-year college degree with a marketing background. These people study the groups we are trying to reach, what the age groups are, and what are the marketing possibilities of a wide range of products. In the creative area, writing and art talents are obvious requirements. In our public relations section a bachelor's degree with a jounalism major has been the norm."

In lower skills areas such as secretarial staffs, advertising agencies usually hired from private secretarial schools.

At this point, a community college counselor asked why the agency used the services of a commercial secretarial school when several of the community colleges had secretarial science programs which produced quality "products." In responding, the industry representative indicated that historically her company had gone the route of using private schools in that they had been well satisfied with their graduates. The major concern was with quality of

performance; however, she indicated that she was not too familiar with community college programs and that contact with the colleges might be made in the future.

A benefit accruing to the college participants in the CIPHER program is the opportunity to learn first-hand about job openings within specific companies. More specifically, additional information regarding job requirements and variations in working conditions were examined as they apply to non-disabled as well as disabled students.

Hiring practices--Transportation: In giving an overview of the transportation industry's personnel needs and personnel practices, employment managers and union representatives discussed factors that were directly related to hiring of disabled people.

For example, in civil service jobs within the rapid transit system, applicants for operational jobs who were unable to meet physical standards could not be employed. However, operating employees who became disabled on the job and who had worked for at least two years were given the opportunity to be placed in another job within the system. Consequently, entry level jobs are rarely, if ever, filled by anyone with a disability, but a worker who becomes disabled on the job is given an option of taking a sedentary position such as a station agent or an office worker.

Physical requirements for operational jobs are an integral part of job descriptions in the transportation industry as they are for police, fire and sanitation departments. It was indicated that in the rapid transit system, these are jobs which disabled individuals could perform but in reality they rarely get the opportunity because of the initial medical screening examination. It was noted that with

the implementation of Section 504 of the Rehabilitation Act of 1973, some of these practices may be considered to be discriminatory and therefore illegal. However, the employer representative felt that the personnel division was not sufficiently attuned to considering disabled applicants for administrative type jobs such as accounting, industrial engineering and clerical.

Some industry representatives were relatively new in their personnel jobs and in describing the various jobs within a company, they asked the participants for assistance in determining whether a "disabled" individual would be able to perform a specific job. These kinds of inquiries seemed to reflect a global and simplistic approach to hiring disabled workers. In essence, some personnel representatives were attempting to effect closure by asking the group to offer generalizations regarding placement of a disabled individual. Such questions indicated that among some employers there is a strong tendency to approach hiring by focusing on the disability rather than the ability.

Further evidence of stereotyping the "handicapped" into specific kinds of jobs was reflected by a personnel representative's statement that certain types of routine and stationary positions within his company would be appropriate for the handicapped. Comments such as this indicate a limited vision of the job potential of those who are disabled.

In response to these kinds of questions, a student participant stated that it was the disabled applicant who would be best able to answer whether she could do the job. In a later discussion, the employer representative alluded to the narrowness of his perceptions

and that he had developed a new awareness of the job hiring process as it related to the handicapped. This statement was seemingly a reaffirmation that the sensitization objective of the CIPHER program had been partially achieved.

Although most airlines are not hiring at present, they indicated that they do employ disabled workers, predominantly in such areas as reservation agent, secretary, clerk/typist, programmer and accountant. One airline has developed a close relationship with the Human Resources Center, Albertson, New York, a vocational rehabilitation center whose "Project with Industry" program has received national recognition.

Hiring practices--Retailing: In examining personnel practices in retailing, a personnel officer of a large department store in New York City stated that although the company usually looks for people with a four-year degree, it doesn't rule out those with a community college associate degree. Throughout the store, handicapped people are employed in a variety of situations including addressographing, machine operations, wrapping and packing, and clerical. However, in responding to why there were few disabled people in sales, he stated that he perceived real limitations in that area because the requirements of the job included going to the stockroom, arranging merchandise, and moving to several floors quickly. In addition, he felt that there was a concern about "image" and explained it by saying, "We don't want to hire a person who's going to attract more attention than the merchandise." However, there is no special "image" type that the store hires.

Hiring practices--Unions. Attending several CIPHER sessions were officers of unions who represented workers in the retail trades. In explaining how they hired their staffs, the union leaders indicated that virtually all of their employees came directly from stores that were under contract so that most of the people working at the union office had worked in one of the stores represented by the union. Several of the union participants reacted positively to the hiring of handicapped workers and indicated that there were jobs on the union staff that could be done by qualified handicapped people. One union official stated, "I assure you that the next time there's an opening, we will ask for your assistance in finding a qualified handicapped worker."

Hiring practices--Accounting. One CIPHER participant who represented a state professional association of accountants and who was also an accountant in a medium-sized accounting firm indicated that his firm hires between twenty and seventy-five four-year college accounting majors each year. He stated that the hiring trend of medium-size firms has been to go with experienced people. The dilemma among such firms was that all of them want experienced professionals but that virtually nobody wants to train them. Another accountant representative stated that one of the problems in the profession is that, in a sense, it is a year or so behind the events that shape the economy. Whatever happens in the economy, the accounting profession, in terms of employment, feels the consequences about a year later. Presently, there is a need for accounting graduates. A factor that was stressed by all of the accounting representatives was that the steady demand for accountants will also be accompanied

by standards that require above average academic qualifications.

One accounting representative who has done much recruitment stated that from his own personal experience, and this was corroborated by colleagues in other firms, the vast majority of students interviewed were ill-prepared. Most of them, he stated, did not know what an interview is all about.

Hiring practices--Other factors: As personnel directors and employment managers from the various companies explained their companies employment policies, it became evident that the variability among them necessitated a community college job placement officer being knowledgeable regarding the unique hiring styles of industries and companies. For example, in one transportation company, as a result of a union contract, the organization had to offer job openings in specific categories to those who were currently employed. The job openings are placed on the "board" and the first option of filling the vacancy is offered to employees. If there are no takers, it is then offered to the public. In other companies entry-level and managerial jobs were classified as "open" to all.

Other factors related to hiring practices involved knowledge of union agreements which in some contracts required the employee to join after a sixty-day period. At each workshop session, a number of union-company type questions were discussed. The information arising from these exchanges was related to CIPHER objectives in that it provided a forum for community college personnel to ask questions of business and industry representatives the answers to which are not ordinarily found in textbooks.

Another outcome of the update phase of CIPHER workshops (see Appendix B, agendas) was the detailed information that employer representatives disseminated concerning career ladders within an industry or specific company. As one advertising agency manager stated, "The Dictionary of Occupational Titles is only somewhat helpful in that it covers the broad spectrum of occupations within the advertising industry but it doesn't relate sufficiently to many others within agencies located in the metropolitan area."

The personnel director gave the group the name of a specific booklet that details the jobs available within advertising. The material, produced by the American Association of Advertising Agencies, describes job functions and requirements. The reason for informing the college staffs about the document was related to the importance of securing accurate information for career counseling purposes. One agency representative stated that many job applicants had unclear ideas and some even gross misconceptions of what a job entailed. One example she offered concerned a young woman who said she wanted to be an account executive since she liked people. What she didn't know in this instance was that an account executive interfaced with a client who had an MBA degree and who was marketing a "toothpaste" against strong competition and that unless one knew how to package it, price it, and distribute the product one could not be of any help to the client.

An ensuing discussion focused on the approaches that could be used by job placement officers, career counselors and the students themselves in developing an increased repertoire of career oriented information services.

Several college counselors expressed a need to know what approaches ought to be used in placing a disabled student. One such question posed to industry was "If we're going to refer disabled students, how would you prefer this subject to be treated?" In responding, an Equal Employment Opportunity (EEO) representative stated that her company's concern in meeting the requirements of Section 503 of the 1973 Rehabilitation Act has resulted in an outreach program to increase the hiring of disabled workers. Consequently, she felt that a college which indicated that the job applicant was disabled would be helpful in two ways. It would let the company know that they were reaching the disabled segment of the population and it would help it identify the best work situation. In clarifying this point, she gave the following explanation:

> "We certainly don't want someone with a disability to be placed in a stress situation. We would want to know about the disability. At our company there is a wide range of job functions, some of which involve dangerous situations. A number of our employees who have become disabled on the job are placed in positions which they can handle. So you see, we do have experience in giving support to disabled people."

Another company representative indicated that her firm's approach to hiring disabled workers evolved out of a relationship with a rehabilitation agency in which the company sent supervisors to the agency for the purpose of learning how to cope with problems that were inherent in employing handicapped workers. In a reverse fashion, the rehabilitation agency then developed simulated work situations which were used to train workers who the company could hire as the need arose.

Industry Support for Continuing Education. Generally, employers perceived the community colleges as an exploratory avenue for developing and refining job entry level skills. Their positive perception

of the role of a community college education is confirmed by the many companies represented at CIPHER meetings who offered financial support to their employees for attending a community college. The amount of support ranged from partial to complete payment of tuition fees with the proviso that the employee enroll in a course that is job-related and that the employee receive a grade of "C" or better. In companies where there is a strong commitment to subsidize employees at a community college, they report that this initial post-secondary involvement often stimulates employees to continue on to four-year college programs where they can develop and/or augment talents that lead to promotion and higher earnings.

One transportation oriented company employs a substantial number of community college graduates and/or students who attend college in the evening. The employment manager of the company stated that several of her employees were currently attending college and that there were immediate benefits accruing to the company. For example, one personnel worker was taking courses in labor history and labor negotiations which provide the personnel office with needed expertise in developing the company's Equal Employment Opportunity Program. Others were enrolled in Spanish courses which the company perceived as a benefit to management since it employed many Hispanic people and there is a need for personnel employees to possess a Spanish-speaking skill.

Community College Update

Approaches to career counseling. To inform industry personnel of career services available to students on campus, job placement participants explained varying approaches that were used in career counseling. In some instances these were seen as being at opposite ends of a scale.

The counselor who uses the approach of emphasizing the marketplace talks in terms of having the student "adjust" to what is available and trys to "fit" the student to the job. On the other end of the continuum are those whose approach initially does not include consideration of the marketplace and job requirements. These areas are viewed as coming in place at a later stage of counseling. The focus for this counselor is on the individual--"What are you good at?" "What do you like to do?" "What are your interests?" --The questions are concerned with understanding the person without intruding the counselor's agenda as to what field the student ought to enter. With the assistance of the counselor, the student examines his talents, interests and skills.

Having job placement personnel do career counseling as an integral part of their assignment may lead a student to make a more appropriate occupational choice and save much time and effort in job searching. For example, if a student is considering a career in a particular industry, the job placement officer who is counseling the student is sometimes able to reflect on past placements within that industry. He may indicate that if the client is considering an executive training program in retail company "X," the competition for these positions will be fierce, and that the odds will probably be long in his being accepted.

Thus assessment is based on the job placement officer's knowledge and past experiences. S/he may know, for example, that this company over the past five years selected no more than two of the college's graduates each year. However, the job placement officer allows the student to make the final decision after s/he has been given or has acquired essential information.

When providing career counseling to a disabled student, job placement people indicated the need to explore alternatives within a career area. For example, a student who is confined to a wheelchair may in effect not be able to meet job requirements in a retail store operation, but further exploration may demonstrate that a desk job in a buying office where much of the work is done by telephone might prove to be equally gratifying. Job placement people indicated that a basic part of their counseling disabled students requires the identification of reasonable and acceptable options and that the decision-making process involves their knowing what the industry has to offer.

To broaden the scope and effects of career counseling disabled students several colleges have initiated seminars and series of formal workshops, some of which have become credit-bearing courses offered to everyone on campus.

In explaining further how community colleges respond to the employment needs of disabled students, job placement participants described a variety of on-campus activities. Many of these were integral parts of year long workshop programs specifically developed for disabled students who generally had a limited number of work experiences. With this in mind, campus workshop activities focused

on expressed needs of the students. For example, how should a disabled person present himself in a way that deals with "asked" and "unasked" questions that an employer might have?, was an area that required several sessions. Other themes related to such questions as "How do I deal with my disability during the interview?" "How can I deal with anxiety arising in seeking employment?"

At one college an interdisciplinary team consisting of a psychologist, a rehabilitation specialist, and the coordinator of the special program for the disabled serve as the planning and implementation unit that carries out programmatic activities.

Another major segment of the programs emphasized career exploration which used audio and videotaped interviews to refine job searching skills of disabled students. Some of these activities were classified as "stress" interviews in which real life situations were simulated. One such approach involved a selected number of students representing programs in accounting, marketing, data processing, and secretarial science. The students, all of whom had prepared resumes in advance, were invited to be interviewed in a simulated situation by a personnel representative from a local bank. Each candidate went through the simulation which was videotaped, replayed and critiqued by the group. The initial experience proved to be so successful that it has been incorporated on a regular basis.

Another approach using a videotaped format involved three personnel managers discussing various aspects of the job interview: resume writing, proper attire, and how to avoid common errors within the interview situation. At the conclusion of the exercise which is offered to a variety of student groups, a supplementary handbook is

distributed.

Where possible, personnel people from industry visited campuses to assist in the training program. College personnel indicated that employers who were most cooperative in the giving of their services were most often those who had previous exposure or a personal involvement with someone who was disabled. Employers who came to the campus to participate as panelists, resource people, or interviewers described their experiences as highly sensitizing. One industry representative highlighted this point when he stated that virtually all of the disabled students requested that they be considered for jobs based on their qualifications. They resented being perceived as "wheelchair" cases rather than as individuals who had skills and competencies.

Self-awareness. As a way of demonstrating that experienced counselors may have misconceptions and biases regarding the career counseling of disabled students, the following anecdote was told by a college counselor:

> A young blind student at the community college indicated a desire to be a paraprofessional in a daycare center. With this job objective in mind she informed the counselor that she intended to enroll in a practicum, a required course which involved hands-on experience in a field setting. The counselor, who had many years of vocational rehabilitation experience, tried to discourage the student by informing her of the many obstacles she would be facing. In spite of his persistent attempts to counsel her out of the program, the student took the course.
>
> In keeping abreast of the student's performance, the counselor read the staff field reports, all of which were glowing and highly commendatory. Though there were obstacles as he had anticipated, the student, with the support of the staff, was able to overcome them. For example, where there were problems of escorting youngsters on short field trips, an assistant was provided to help in crossing streets. Mothers volunteered to do other such jobs involving safety.

In reexamining his experience the counselor said, "The lesson I learned was that accommodations could be made; that modifications which I did not perceive could be approved."

A job placement officer suggested that counselors inform students that there are many kinds of employers--some of whom are very willing to make modifications in the job setting.

Although counselors may be empathetic, honest and realistic, it was indicated that counselors can't with any degree of certainty, predict which employers will be creative and imaginative in responding to on-the-job needs of disabled workers.

Summary of useful job seeking approaches. One small-group problem-solving activity posed the question: "Student personnel workers are faced with helping students choose an occupation and plan for its attainment. What specific approaches have you found to be helpful in achieving these objectives for disabled students?"

The following factors were most often found to be useful:

- Assessing the academic and vocational skill level of disabled students.
- Upgrading career counseling skills of community college staffs.
- Identifying and responding to the potential roadblocks faced by disabled students in career selection.
- Improving channels of communication between colleges and industry so that each becomes more knowledgeable and up-to-date of each other's needs.
- Stimulating and reinforcing management's commitment to employ disabled workers.
- Increasing the capabilities of both industry and college regarding successful placement of people having a variety of disabilities.

- Demythologizing industry concerns in employing disabled workers.
- Demonstrating skills in modifying job descriptions to enhance interface between talents of the individual and requirements of the job.

Job Searching Skills

The interview. During the small group activity phase of a workshop, emphasis was placed on developing solutions to the follow-problem, derived from previous CIPHER workshops:

> The face-to-face interview between the disabled job seeker and the personnel officer is often an educative process for both participants. How does the disabled person present himself in a way that deals with the "asked" and "unasked" questions that an employer might have?

In responding to the problem, several employment managers indicated that in their experience of interviewing applicants who were disabled, it was important for the handicapped person to make the interviewer comfortable. For example, in one situation a person with a severe stammer indicated to the job interviewer that he was going to speak very slowly and, in fact, gave evidence of having a sense of humor. This initial approach relieved the tension that was beginning to grow.

One personnel participant stated that if the applicant has an obviously visible disability, she would deal with the handicap at the beginning of the interview. She might ask if the person had any difficulty with transportation. When the group indicated to her that it was an "illegal" question, she replied that for her the ability of an employee to get to the job was a consideration and that in the future even though she would not ask such a question, the concern might still persist. Other personnel officers concurred regarding the ability of a disabled worker to get to the

job. In response to this issue, community college counselors cited many examples of disabled students who were attending college on a regular basis without being excessively absent or late. Exchange of information such as this is a major objective of the CIPHER program in that the sharing of ideas and concerns frequently leads to clarification and understanding that may lead to modifying behavior vis-a-vis a disabled job applicant.

Some experienced employment managers indicated that as their contact with disabled applicants increased through the years, especially in the post-Viet Nam era, they felt more confortable doing job interviews. They were able to overcome, in a large measure, initial feelings of discomfort and tension. One personnel representative reached the conclusion, warranted or not, that as a result of her changed attitude toward disability, the overall outcomes of being truthful far outweighed the consequences of an applicant's hiding a disability. She strongly recommended that a person with a covert disability be willing to divulge the condition. If, for example, the person had epilepsy, all that her company would require was a note from the applicant's doctor confirming the individual's ability to work. A previous experience in which an applicant did not inform the company had some negative consequences. After being on the job for several months the worker had a seizure which frightened several people.

In another situation, where the person told personnel of his epilepsy and gave permission for key personnel in his department to be informed, his seizures, although infrequent, were handled successfully. For example, colleagues knew the essential first-aid procedures. Others would check to see if he had taken his medication.

In general, the openness produced a feeling of concern and acceptance from which both worker and industry benefited.

In further exploration of solutions to the aforementioned problem, several industry personnel representatives indicated that if an applicant met the job requirements during prescreening, s/he would then meet with the line supervisor or department manager. Although the purpose of the get-together would be to explain in greater depth the kinds of activities required on the job and to determine whether any accommodations might be needed, it was stated that the meeting had the additional benefit of preparing the manager for working with an employee who was disabled.

The problem of dealing with "unasked" questions in the interview situation was sometimes viewed as a function of an interviewer's lack of experience with disabled applicants or newness to the job. However, the problem of how to respond to the "asked" questions may present an equally if not more difficult problem for the disabled applicant. Several disabled participants related instances during job interviews where the interview process might have been characterized as an "interrogation." In a rapid fire sequence the interviewer asked: "How would you get to work?" "Who's going to assist you in dressing?" "Who takes care of you?" "Do you live alone?" "Can you manage the job?" To learn how to react to such a barrage of non-job related questions may require more than just a one-shot practice interview with the job placement officer. However, more importantly is the implication that personnel workers may need special training in interviewing applicants who are disabled. The training ought to include knowledge of the law which

indicates what questions are illegal to ask? Above and beyond the legalities of questioning in the interview is the psychological set of the interviewer whose perceptions have been conditioned by societal attitudes toward people with disabilities.

A wheelchair-confined participant felt that many interviewers when seeing a person in a wheelchair are unable to separate the person from the vehicle. They see the two together--a stereotyped reaction in which the stimulus of the wheelchair becomes the compelling factor that inhibits an individual's ability to view the person in a wheelchair as a separate and whole entity. In responding to this stereotyping, people in wheelchairs have developed counter strategies that in some ways force the interviewer to perceive and think on new levels. One such strategy was described by a participant who said that she purposefully asks the interviewer about fringe benefits for herself and family. She informs the personnel interviewer of her concern for her daughter's being covered. The interviewer's responses indicate a difficulty in believing that she can have children; "I do it deliberately to show them I can have a daughter," she said.

Other types of stereotypical beliefs enter in the interviewing process. An anecdote was told of an employer who wanted to hire a disabled person since her last experience with women employees was that they left after getting married. The employer stated that she was tired of being stranded and that hiring a disabled person was "safe."

A participant who was disabled stated that from her experience in searching for employment, she had become much aware of the "unasked"

questions in the interview situation. Her sensitivity to this reality modified her interview style and in several interviews she had offered the interviewer information which she felt that he wanted to know but was unable to ask. In addition, several handicapped persons indicated that in the interview they felt a need to have something extra to offer. As one participant stated, "I prepare myself not to be rejected, but to sell myself harder." In assessing the highlights of this discussion, a disabled student stated, "The problem is not that disabled people are unable to deal with the world but the world is often not ready to deal with them."

Virtually all of the job placement counselors recommended that informing the employer of the applicant's disability serves the best interest of all and in most instances is a positive factor in assisting the student in obtaining the job. In describing such an approach an experienced placement officer said, "Most times I am frank with the employer. I usually begin my conversation with the individual's qualifications and competencies. When I know what the job involves, I tell the employer that the applicant can do this and this--he's qualified. I then indicate that he has a disability but that's he's perfectly prepared for the job."

When approaching an employer for the hiring of a disabled student, the job placement officer indicated that usually he selects an employer with whom he has had previous contact. However, there are instances when he calls employers early in the year for the purpose of making exploratory contacts. In this situation, the employer is informed about possible candidates whose backgrounds are described generally, but with some specifics included. After providing this

information, the job placement officer suggests that the employer might want to talk with the student to see where he might fit in the company, with no explicit commitment. If the employer follows through with the suggestion, the applicant is given some actual interview experience.

Handicapped job applicants have suggested that in some instances they have been turned down for a job after indicating to personnel people that they had a disability. Some felt that their honesty had compromised them and that a company ought to offer verbal evidence that the disability will not be the factor in obtaining the job. Receiving an "honest" evaluation seems to be a positive reinforcer and allows the applicant to respond forthrightly.

In responding to the problem of how to deal with the unanswered questions in a job interview, personnel representatives were unanimous in encouraging the applicant to talk about their physical condition. They indicated that in the initial part of the interview the individual ought to outline qualifications and highlight motives for wanting to work for the company. However, somewhere in the interview, the applicant should deal with aspects that might be restrictive. A skilled and empathic interviewer will then be able to explore the entire job situation to the satisfaction of both people.

Concerns and Solutions Regarding Employment of Persons With a Disability

Overview. Throughout the CIPHER workshops, questions frequently posed by the non-industry participants related to determining to what extent industry might be willing to modify policies, job requirements, environment and equipment when considering hiring a disabled employee. More specifically, participants wanted to identify those factors within a company that influenced a company's willingness to reformulate and/or modify rules and regulations pertaining to employment practices.

Employer representatives also indicated general and specific concerns of business when considering the employing of handicapped workers. Some of these concerns related to:

- Cost of removing physical barriers.
- Business stereotyping occupational images, e.g., what ought a salesperson look like?
- Changing corporate images so that people can obtain the kinds of jobs they need and want.
- Fears of department managers/line supervisors who perceive employing a disabled worker as an obstacle in meeting production quotas.
- Retraining employees who become disabled on the job.
- Translating change of attitude into changes of behavior at the company level regarding employing disabled workers.

These and other questions were grappled with during discussions and problem-solving activities. The following section of this report describes reponses to these issues and concerns.

Accommodations and modifications. Job placement counselors indicated a variety of ways business might eradicate barriers to employment of the disabled. For example, job specifications are often so broad in scope that the worker is required to perform many tasks. A disabled employee might be able to do eight out of ten of these, a reasonable percentage. By modifying the job requirements, there could be a sharing of these tasks between a disabled and non-disabled worker, thereby increasing the hiring potential of the handicapped.

The implication of this analysis is that job classifications in many instances should be reevaluated with emphasis on modifying jobs specifications. For newly emerging jobs, this could be accomplished at the outset in the job design stage.

It was pointed out that in most industries, companies, or offices, personnel people are constantly making changes in job duties, sometimes without management being directly involved in the process. In business one is required to make evaluations of competencies and personnel officers frequently make judgements that some people are better suited for certain kinds of tasks. Consequently, line supervisors may arrange a mutual exchange of tasks which lead to a change in a job description.

Several personnel representatives from retail stores indicated that they did not see a disabled person in a salesperson's position since it required a great deal of standing. In responding to this assessment, a college counselor who is disabled recounted the following personal work experience:

"I walk on crutches and find it very hard to stand for long periods of time, but I'm also a camera buff and I got a job in a department store selling cameras. Now when you sell cameras you have to stay in one spot for a reasonable length of time so it was really no problem in terms of getting a stool. I sat on a stool and I sold cameras over the counter. The poor customer had to stand but I didn't. I sat in one spot for a very long time but you're talking about a very complicated piece of machinery. I have a client now who is a jewelry salesman and as a result of an industrial accident, he cannot stand for a long time. There should be no reason why he can't get a job as a jewelry salesman selling jewelry which also takes a lot of time standing in one spot. So it's really a question of commitment on the part of the employer to make whatever kinds of modifications can be made. It's really a very simple thing. Usually it's a very easy thing to do with a little bit of imagination and some commitment on the part of the employers."

Personnel officers generally agreed that their departments needed to make a commitment to find handicapped people and explore in depth what is absolutely necessary for each position. As one employment manager said, "It's easy to say that the job requires movement, but that isn't enough. Should we not examine the possibility of having another worker assist or share the workload?"

An employer described how he was doing that very thing. He was interviewing a blind applicant for a secretary's job. When asked by a workshop participant how this blind individual would do filing, he stated that he has three secretaries, all of whom have been informed of the possible hiring of the disabled person. One of them volunteered to do her filing which satisfied her own needs as well since she didn't particularly like typing. What this employer had in mind was to allow the office staff to share in the decision making so that an accommodation could be made to use the blind person's talents to the fullest degree.

Another participant told of a partially sighted employee working at a college who was unable to read a telephone book, a require-

ment of the job. After consultation with the telephone company arrangements were made to have the individual use information services with no additional cost.

An employment manager stated that blindness would be a problem in performing several jobs in his company. "We work with figures a great deal of the time because we're working with client budgets and estimates and therefore we use calculating machines."

In responding to the statement a participant asked, "If a visually impaired applicant were able to demonstrate the ability to work with figures, would you consider her for employment? There is an ever-increasing number of adaptive equipment such as talking calculators used by the blind or typewriting machines which can be used by people who have virtually no use of their arms. The applicant may have to bring this to your attention."

In replying, the employer representative said, "I'm beginning to be educated at these CIPHER meetings and am realizing more and more that one cannot generalize about handicapped workers. Each person has to be viewed as an individual who has certain strengths and weaknesses."

One example of a job accommodation involved a wheelchair confined individual who was applying for a lathe operator's job. Without much concern, the lathe stool legs were cut down by two inches thus allowing the individual to perform the job while in his wheelchair.

Although the cost of job modification may extend from a very minimal amount of money, it was suggested that a company be aware that rehabilitation agencies often will subsidize all or part of

the cost of a job modification. In addition, a newly passed law enables business and industry to write off up to $25,000 a year for the elimination of architectural barriers.

This mutual sharing of concerns and solutions was one of the most positive effects of the forum environment provided by the CIPHER workshops.

Public image. One small problem-solving group tackled the issue of corporations' concern with their public image. They addressed the question,"In what way does this concern with public image conflict with their hiring of the disabled for positions where there is visibility of the disability?"

In examining the problem, it was determined that the following factors were inherent in arriving at a solution:

- Understanding the image that the corporation wishes to disseminate;
- Identifying elements within the corporate structure that contribute to image building;
- Examining how changes in corporate image affects personnel hiring practices;
- Evaluating financial costs in accommodating disabled employees e.g., removing architectural barriers, maintaining production levels;
- Identifying and assessing risk-taking behavior of personnel decision makers;
- Determining effective personnel practices that increase the employment of disabled workers;
- Educating department managers, line supervisors and medical departments to reevaluate criteria used in developing job specifications;

Maintaining productivity. An employment manager stated that inherent in the hiring policy of his company was the concept that when employing a disabled person it is important to determine

whether the individual is capable of taking care of him/herself. He indicated that a person's not needing "special" privileges was a criterion. He explained this point by asking, "Can the person get to work on time?" "Can he stay until the end of the work day?" "If necessary can he stay overtime?" In other words, can the person be as useful or even more so than any of the competitors for the job? Implied in these comments are a set of guidelines that emphasize that the hiring of handicapped individuals should not intrude on the company's efficiency. Production standards are not to be compromised and perhaps most important, the company is not in business for satisfying altruistic needs of society.

The employer representative indicated to the college placement participants that when preparing their students to look for a job, the students should be able to talk about their ability to maintain the same level of productivity as any other co-worker.

In response to industry's concern regarding the competency of disabled applicants and their ability to produce, college personnel outlined some on-campus preparatory activities engaged in by staff and students. They indicated that a student who had attended college for two to three years had already solved many of the problems which are of concern to an employer. The student knows how to get to college on time everyday; he knows what it means to follow a schedule; he knows that his performance is rated on the same standards as those used for non-disabled students.

Changing attitudes. Throughout the program industry participants reaffirmed their preference for treating disabled and non-disabled employees similarly. However, in moments of complete openness concerns

were voiced which indicated a type of problem that some companies had experienced in attempting an equalitarian approach. In some instances, the anecdotes that were used for illustrative purposes gave evidence of the biases that characterize societal approaches and expectations vis-a-bis hiring disabled people.

One participant recounted an instance where he perceived a handicapped individual using her orthopedic disability as a manipulative device. When requesting to fill a promotional vacancy she indicated that she would be able to perform the tasks in the new job even though they required much more movement. Personnel stated that she was highly qualified and she was promoted. Within a short period of time the employee began to ask colleagues to do jobs requiring walking from one area to another. She would call personnel and ask, "Can't someone else get this signature, I'm awfully tired; my leg hurts today;" or "My boss always seems to ask me to get up." The industry participant who described the story viewed the employee's action as being unfair in that he felt that the company was trying to be "super" open in attempting to treat everybody "equally." He perceived the employee's behavior as a negative influence when determining promotion qualifications of other disabled employees.

As workshop participants examined this experience, attempts were made to understand psychological factors that contributed to the development of this kind of behavior. One participant who was disabled recounted his own behavior during his pre and post periods of being handicapped. He indicated that although he knew quite well what he was capable of doing on the job, he sometimes wanted people "to play up to him." However, as he got older and had to

live with the disability he realized that resorting to such behavior was self defeating and that he constantly had to remind himself, "I have to do this myself."

In summarizing the discussion regarding behavior on the job, one participant stated that using manipulative behaviors should not be viewed as the sole province of the disabled and added, "Isn't there a double-standard implicit in what we've said. It seems that non-disabled people as well as disabled people can be manipulative."

Personnel directors emphasized the need to sensitize people in other departments to the problems of handicapped employees. Although personnel department staff may not be concerned that an individual who is coming for an interview has a disability, they are aware when they direct the person to another department for further screening, that some people may react negatively.

Business representatives cited several examples concerned with treating disabled employees the same as non-disabled. For example, how one deals with the disabled employee who has a personality problem that interferes with relationships among co-workers and supervisors may be one factor that needs to be considered if a personnel department is committed to a policy of hiring disabled workers. In one situation described by an employment manager a disabled veteran had a personality difficulty which antagonized almost everyone with whom he worked including supervisory staff. The personnel department was much concerned. It had recently initated a policy of hiring disabled workers and felt that unless they could ameliorate the situation, it would have a negative effect among line supervisors and consequently hiring policy might have to be modified.

It was suggested that there might be a need to evaluate the kinds of adjustment problems among newly hired disabled workers and compare these with those of new hires who were non-disabled. Almost all industry representatives stated that they did not have a sufficient number of disabled employees to make this assessment.

Meeting affirmative action goals. In meeting affirmative action requirements, companies indicated their concern in dealing with the issue of "covert/overt" handicap. For example, a company in attempting to achieve its affirmative action goals hires individuals having "minor" disabilities such as a "back problem." Participants at CIPHER workshops who had highly visible disabilities resented this approach and called it a subterfuge. An ancillary concern on their part was the including of alcoholics and drug abusers as new categories to be included under Section 504 of the Rehabilitation Act.

Another perceived problem was related to the firing of a handicapped employee who is incompetent and the possibility that there might be anti-discrimination lawsuits. In replying to this possibility a college administrator stated that at his institution there was always a percentage of cases of women who had been fired claiming discriminatory policies. His offering of this example contributed to an exchange that analyzed the risk-taking behaviors of the companies attending the workshop.

Myths, Misconceptions, Misinformation

An issue that arose in several workshops concerned employers' reticence to hire disabled individuals because of fears that insurance costs would be raised. Several industry personnel representa-

tives indicated that their companies had not incurred any increases in insurance costs because their rates were group oriented and that hiring disabled people did not impact upon them. In terms of Workmen's Compensation and the "second injury law," it was stated that the limits of an employer's liability in New York State was 104 weeks after which a special fund was used to pay for claims.

One employer indicated that he has a blind secretary. As a result he finds himself having to proofread her letters somewhat more carefully but he said that he does the same proofreading of another secretary who isn't visually impaired. When asked why he felt there was an advantage in hiring a disabled employee he described three instances in which the disabled workers had been extremely punctual and very conscientious. He felt that there was something in their training that stimulated them to perform on a high standard. In commenting on these highly regarded work competencies exhibited by these disabled workers, several participants decried the fact that the criteria used for hiring and/or evaluation of disabled employees are often not similar to those used when dealing with non-disabled workers. A disabled participant stated that there is a myth developing which at times attributes superior qualities to those who are handicapped and that disabled workers are internalizing these needs. In essence they begin to feel that they have to be "super people"--never late, perfect attendance record, get along with everybody.

During the free exchange of ideas, concerns and issues an

industry participant posed the following question to the participants who were disabled. "If you were given a job would you be opposed to being counseled and participating in workshops such as this to discuss problems that come up on the job?" All of the disabled participants who replied were opposed to the concept underlying the question. For example, one participant suggested that disabled employees should counsel the non-disabled. "We know where we're at but other people don't." Another participant stated, "This concern for counseling is part of the myth of the 'maladjusted,' i.e., that the disabled are more maladjusted." She indicated that industry would do a great service for themselves by having sensitivity and awareness training for all.

One employment manager indicated that her company's "counseling" program avoided categorizing disabled employees as a separate group in that all new "hires" were asked to visit the personnel office before the termination of their "trial" period. At the meeting between employee and personnel officer there was an exploration of adjustment to the job, discussion of relationships with peers and supervisors and examination of any other concerns that the employee brought forth.

Another misconception surrounds the capability of disabled persons to perform various jobs. For example, a job placement officer told of a summer college program for legally blind students in which students were asked to list all of the occupations they felt a blind person could or could not do. In assessing the results the project staff felt the handicapped and nondisabled students had many erroneous ideas. These notions were corrected in part by

business, industry and government personnel representatives who showed the students that blind people were actually performing these jobs within their own organizations. They were doing the jobs that they thought were not possible.

In a parallel fashion, industry,to some extent, may have faulty ideas about disabled people's capabilities, e.g., if a company has never had a handicapped individual in a particular kind of job, it may say to itself, "How is that person going to do that job?" and consequently an important part of job development is the "education" component which informs people, e.g., that a person without arms may be able to type, or that a legally blind person can do secretarial tasks. The job developer who is well informed can tell the company that there is adaptive equipment available at little or no cost which other companies are using when they hire secretaries who are blind.

In essence the experienced and knowledgeable job developer should present to industry for informational purposes a list of individuals with their disabilities and the jobs that they are performing satisfactorily.

In addition, the job developer might want to present an inventory of skills of his disabled student population with biographical information and counselor evaluations emphasizing strengths but including areas of weakness. The inventory should also have the student's job expectations and lastly, the job developer needs to ascertain the person within the company who will help the most.

In reacting to an employer's judgements of who could or

could not do certain jobs, it was pointed out that the selecting of specific disabilities as being inappropriate for certain jobs is often used as a reason for not hiring disabled workers. In responding to this comment the personnel director said, "I'm sure we're not doing as much as we should be doing."

When asked what that statement meant, he elaborated by stating, "We haven't gone out to seek placement of the handicapped. We've done much with minority groups and others in our affirmative action programs, but we really haven't done very much about handicapped employment. If they come to us, we've hired them, but we haven't reached out for them, and I think this kind of meeting might just wake some of us up."

It is gratifying to see how awareness developed as a result of the willingness of workshop participants to share their knowledge, experiences and feelings.

Some Programmatic Activities

Many of the concerns outlined in previous sections emerged from specific activities engaged in by CIPHER participants. Two of these activities were a job development simulation and a job placement simulation. Descriptions of these activities follow:

The job placement simulation. At one workshop project staff asked a community college job placement officer to send a disabled student to a company for a job interview. Although the job did not exist, the project staff asked all those involved: placement person, student, and personnel officer, to act as if this were the "real" thing. At the following workshop session the process and outcome of the simulated event as perceived by the three "actors"

were examined in small groups each led by one of the participants. The following section is a summary of what occurred and includes perceptions of those involved.

After conferring with the college job placement counselor regarding the kinds of positions available at the company, the job applicant telephoned the employment manager to make an appointment for the interview. Because the manager had been informed that the applicant was confined to a wheelchair, the appointment was made at a time convenient for the applicant in that a special van had to be hired to transport the applicant.

Prior to the interview, the employment manager had several conversations with the job placement counselor. Most of this communication involved exchanging information about job specifications for a variety of positions. The employment manager stated that if she were to hire the candidate she would have written a letter to the union requesting the modifying of some job specifications. Because the Xerox machine buttons were inaccessible to the applicant, the specification would be changed to "keeping a log of machine use" instead of "running machine." [This action indicates the need for union involvement and sensitization.]

The employment manager made no special preparation for the interview. All that was needed was having the regular test materials on hand. However, she did inform the counselor about accessibility problems and described the four entrances and which ones would be easiest to negotiate. The counselor informed the student in general that it would not be easy to enter the building and decided not to tell the applicant precisely what each possibility was since she

felt it might frighten the student.

The applicant arrived seven minutes late and gave reasons without being defensive. [She had to negotiate seven steps at the outside of the building which she accomplished with the assistance of the driver of the van.]

The employment manager stated that there was another physical barrier, a step leading to the bathroom. The personnel officer indicated that the building was leased and therefore it would be necessary to have the owners make modifications on their own or perhaps to seek financial support from the Office of Vocational Rehabilitation to remove the barrier.

In describing her concerns related to getting a job, the applicant said that she had fears whenever she approached a job-search situation. She stated, "I'm concerned with driving. What is parking going to be like? Where is the job going to be?" In the past, these considerations had an impact on her selecting and/or accepting a job. The applicant indicated that she wanted to work as close to home as possible. [Implicit in these statements were very real expressions of anxiety which a job placement officer might wish to explore with a student who is disabled.]

The job seeking applicant was asked what areas she would have discussed with the placement officer after the interview had she had the opportunity to do so. "I would have expressed anger at her having sent me on an interview where there were seven steps, revolving doors and other barriers," she replied.

Several job placement counselors indicated the need to examine job locations firsthand and whenever possible, or, at least become

thoroughly aware of barriers. In this simulation,the applicant did not use her motorized wheelchair since she doesn't use it to go anywhere that she has not been to beforehand. Using her manually operated chair, which is collapsible allows her to get through doors.

The problems of accessibility are oftentimes not fully realized by non-disabled people. For example, when asked if a certain place is accessible, they often say, "Yes, there's only two or three steps" --but for the wheelchair confined individual, it means being carried up those steps and often feeling embarassed and/or angry. (See Appendix E for a verbatim report of job applicant's account of job interview.)

After the three small groups reassembled into one large group, questions were posed to all of the participants who were asked to answer as though they were one of the "actors" in the simulation, e.g., job applicant, job placement counselor, or employment manager.

Question 1: WAS THERE A GOOD MATCH BETWEEN THE JOB THAT WAS AVAILABLE AND THE STUDENT SELECTED FOR IT?

In the discussion that followed, it was stated that when the applicant possesses the important qualification and where a minor change is needed in job requirements, the employment manager should request the union to accept the needed modification. Some college participants indicated that they had learned the difference between the terms, job specifications and job qualification, and that although job qualifications are usually not subject to change, modifications can be made concerning how the job is done.

Question 2: WAS THE CONTACT MADE BY THE COMMUNITY COLLEGE JOB PLACEMENT OFFICER WITH THE EMPLOYMENT MANAGER AN IDEAL TYPE OF CONTACT?

There was virtual unanimity that the rapport between the two was excellent and that the relationship allowed either one to call upon the other to ask if there were positions available or if there were qualified applicants at the college.

Question 3: DID THE APPLICANT FEEL PREPARED AND/OR APPEAR TO BE PREPARED FOR THE INTERVIEW?

For the most part the applicant was prepared in that she knew the essential features of the job for which she was being interviewed. As indicated by the applicant, much time was selected in choosing appropriate attire for the interview. She contacted a transportation service to hire a special van. However, the applicant was unprepared for the physical barriers which were at the entrance to the building. She had been told by the job placement counselor in a generalized way that there were some barriers but when she saw the seven steps she said that she became petrified.

Question 4: DID THE INTERVIEW GO WELL?

After overcoming the initial shock of overcoming the accessibility problem the interview was successful. The applicant was treated as an individual and asked many questions of the employment manager. In addition, the job placement officer had given the manager a complete background of the applicant which assisted the company representative to ask specific questions.

Question 5: IF THIS WERE A REAL JOB, WOULD YOU HAVE ACCEPTED IT IF IT HAD BEEN OFFERED?

With the condition that necessary modifications be done to make the workplace sufficiently barrier-free (steps leading to entrance way and to the toilet and widening the toilet door) the applicant would have seriously considered accepting the employment offer.

Job development simulation--Retailing: To acquaint workshop participants with the techniques of job development, project staff asked two community college job placement directors, and two personnel officers from large corporations to go through the development process as though they were engaging in an actual job development effort. At a subsequent workshop the participants in the simulation described their perceptions of the process and answered questions posed by other workshop people.

In outlining the purpose of the activity, project staff explained the rationale supporting job development and indicated that it was a response by the college community to assist disabled students in securing jobs. The essence of job development involves the exchange of information between college and industry in which a job placement director tells about the kinds of students on campus, the academic and vocational programs that the college features, and the capabilities and talents of graduates. Similarly the industry representative informs his college counterpart about the company, describing the kinds of jobs and their specifications; in many instances short and long range labor market needs are explored. As information is shared the possibility of match-ups between

disabled students and job openings is explored. Although the emphasis is job development for the disabled on campus, there is application to the employment of non-disabled students. For example, a placement officer might indicate that he doesn't have a disabled student appropriate for a specific job opening, however, he might have a non-handicapped student who would fit perfectly well.

During the debriefing of the job development simulation, each of the participants in the process was asked to answer some basic questions: 1) How did they prepare for the meeting? 2) What did each person do when they met? and 3) What did each of these people perceive the outcomes of the meeting to be? or what happened as a result of the meeting?

After answers to these questions were explored in small groups, the project staff asked each group to develop an inclusive definition of the process and to develop a set of guidelines that college personnel assigned the task of job development could use in developing jobs for disabled students.

Essentially, the tasks were to debrief the experience, to define job development and develop a set of guidelines.

To prepare herself for the actual meeting with the company representative, the college job placement officer did the following:

- Checked Standard and Poors' rating of the company;
- Reviewed appropriate sections of the Occupational Outlook Handbook to refresh her knowledge of jobs within the industry and to identify new job titles.
- Reviewed the college's catalog and curriculum guides in major areas in order to inform personnel managers about training programs at the college.
- Reviewed student personnel files for information that might be useful at the meeting with the industry representative.

- Visited a company's branch store that was located in the community in order to get an overview of the people who were working there and the kinds of jobs they were performing.

In preparation for the actual meeting with the college job placement officer, the industry representative did the following:

- Ascertained the number of disabled people who were presently employed and the kinds of disabilities that they had.
- Outlined an informal agenda of items he thought would interest the job developer.

The employer representative indicated that if this had been a "real" situation, he would have asked another personnel officer to sit in and assist in assessing the presentation.

During the job development conference the company representative described the company's employment procedures in detail including the pros and cons of how the store operated. The job placement officer discussed the college's placement program, ancillary activities for students,and the support services offered both pre and post-placement.

In reflecting upon the job development process in the post-mortem phase of the session, the company representative offered suggestions to job placement people on how to make their initial presentation to an employer. He emphasized the need for preparing thoroughly and presenting concisely with some imagination. He indicated that usually an employment manager has a limited amount of time to give to the placement person so one must capitalize on the moment by being dynamic and at the same time parsimonious in the use of time. He reinforced this notion when he said, "For me to get involved in a college program for handicapped students would take a great deal of personal time and energy. If I were to get

involved, I wouldn't be relieved of my other duties to do this program. Consequently, the people from the college ought to have the whole package ready."

To strengthen the placement officer's presentation, it was suggested that the college representative have ready four or five examples of disabled students who have specific talents that could be used by the company. In essence, the college should approach the situation using a sales posture.

An important point that came out of the discussion was the need for job developers to know where to establish contact within the organization. It was generally agreed that it was best to go to a senior-level person for the introduction such as a vice president, personnel director--somebody who has been there for a number of years and is likely to be there several more years. If initial contact is made on too low a level, the program often terminates if the person leaves the organization or is relocated. When somebody from an upper level shepherds the program the chances for survival increase dramatically.

Job development simulation--Advertising: One of the two job development simulation exercises involved an experienced job placement director representing a college whose major programs were related to the fashion industry. The industry participant was a personnel director of a nationwide advertising agency.

In explaining her role as a placement officer, the college representative stated that at her instituion no one was specifically assigned to work with students who were disabled. However, the college did have a large central placement office of many counselors

who served all students or graduates. Because the simulation involved an advertising agency, the job placement director invited a counselor who dealt primarily with jobs in the advertising area to go along with her to the agency. The job placement director stated that when a new company is formed, any counselor can investigate it to determine the kinds of job possibilities that are available. In addition, the placement office attempts to publicize the college curricula through a number of channels including telephone, letters, and promotional brochures.

In preparing for the meeting the two college representatives organized a package of materials which they thought would interest the company. They felt that an essential part of their preparation should be a clear statement of all entry-level jobs for which the college could provide students. In this situation it was an easy task in that the college had programs in advertising design and communication. Because the job placement director had not interviewed the prospective 1977 graduates (the simulation exercise was done early in the academic year) and didn't know the students who had disabilities, she prepared to talk in general terms about the kinds of students who were disabled. The majority of disabled students were wheelchair bound, used crutches, or were accoustically impaired.

At the meeting, they talked about training programs, entry-level skills and the jobs that might be available. The forecast for job openings was not viewed optimistically. The advertising area is very competitive and a difficult industry to break into. The placement officer indicated that the college, a two-year institution, prepared people with

minimal skills, which would be best suited for entry-level positions. Reinforcing this judgment was the fact that it was company policy to promote from within.

After the meeting, the college people wrote a summary report which could be referred to if a follow-up contact seemed worthwhile. In addition, an overview of the meeting was shared at meeting of the career counseling staff.

In examining the outcomes of the job development meeting, the placement director stated that there wasn't going to be a great deal of interaction between the college and the advertising agency. However, she did contemplate other approaches than direct hiring; e.g., internships, summer jobs, part-time jobs, free lance work. Seemingly this technique of approaching a company with multiple options allows the agency to try out and assess talent and productivity of the students without having to make a long range commitment. Upon graduation, if there has been a successful blending of person and job, then the possibility of a permanent position increases.

The college job placement officer stated that the outcomes of the meeting with advertising agency people would be used in the college counseling program with this year's graduates in individual and group sessions. The students would be given current labor market information and an overview of how well the previous year's graduates were doing. The information obtained from the agency was applicable to disabled and nonhandicapped students--and the message was--jobs in the creative area which are usually competitive are probably more so this year and that students ought to have alternative plans in mind.

In responding to the question of how does one get experience in the field if entry-level jobs in large agencies are so competitive, she stated that alternatives ought to focus on approaching small art studios, or small printing agencies. She perceived her responsibility as letting the graduate know the realities so s/he may explore the options.

Prior to the job development meeting with the college people, the personnel director of the agency conferred with three of her associates who were responsible for hiring in several departments within the agency. They explored job possibilities where having a disability could make very little difference.

During the meeting, the personnel director outlined company hiring policy regarding education requirements, emphasizing the promotional potential of two-year college graduates who are hired for entry-level positions. She stated that the agency's internal training program is of such quality that in professional terms it is viewed as the equivalent of two years of college work. The implication of this open house training for a community college graduate who is contemplating employment in the company is readily identifiable. If the graduate is willing to take the risk and begin his career at an entry-level position, there are many opportunities for promotion which will cost nothing but the time and effort of participating. The personnel director was queried about the results of the job simulation exercise and the company's participation in the CIPHER program and how these might affect restructuring of jobs for the handicapped. Her response was that there was no

immediate change, but that the agency's awareness had been heightened considerably even though they employ handicapped people now. The limiting factor for hiring anybody is the fierce competition, illustrated by the fact that for seven openings they had received one thousand resumes.

After the participants in the simulation presented their overview of what had transpired in the meeting, there was a discussion of specific themes that had evolved. For example, several job placement directors indicated that they preferred working with small companies when attempting to place disabled students. For one director, small companies were "joys" mostly because they frequently have time to consider individual problems and, when placing a handicapped student, an in-depth explanation of the situation is often needed. It was pointed out that the "small" employer very often can go out of his way to make changes and/or accommodation for an applicant who is disabled. These companies are frequently less rigid regarding personnel routines and standards and have greater flexibility in modifying job requirements. In a small company the waiving of rules doesn't involve tons of paperwork when placing handicapped students. The consensus was that the most successful placements were with small operations where it isn't necessary to make a major overhauling of company traditions or policy to make inroads of hiring.

One job placement director summarized the job development process at her college as one that includes:

- Attempting to provide a broad spectrum of job possibilities for a large number of students.
- Offering a series of workshops on resume writing, portfolio preparation, interviewing, filling out applications.
- Providing a forum whereby panels of recent graduates talk about job experiences as well as job searching approaches. The pleasures and pains of job seeking are shared.
- Having employer representatives talk to groups on how they approach the hiring process, e.g., what do I look for in my new employee? What information should come from an interview that will impress me? What skills should an employee try to sell during the interview?

In presenting an overview of workshop activities, the project staff has attempted to highlight the crucial concerns and issues attendant to the hiring and employing of disabled individuals. The dialogue among the participating groups reflects the "here and now" approaches currently being used by industry, labor, government and colleges in dealing with the realities of how more handicapped people can become part of the community's workforce.

It is our feeling that much has been accomplished. More importantly perhaps, is the positive appraisal of the program made by the participants. In the following section on evaluation, reactions by the participants is examined in detail.

PROGRAM EVALUATION

The overall reaction of both the industry and community college participants to the CIPHER workshop series was highly favorable. This conclusion is based on the responses participants made to a series of questionnaires administered after each CIPHER workshop.

Two questionnaires were developed and used for evaluation purposes, one for business/industry participants and the other for community college participants (staff and students). Questionnaire items were logically derived from the overall objectives of the CIPHER program. Some items were phrased to tap participant A's view of whether B understood the message A was sending, e.g., did college participants believe business personnel officers actually understood their concerns in placing disabled students in a job. Two basic responses required of participants to a particular item included a rating of the extent to which a workshop achieved a specific outcome and second, an open-ended response indicating the reason for the rating and or a suggestion for accomplishing it. Participants were asked to complete anonymously the questionnaire after each workshop. Approximately fifty percent of those who attended the series completed the evaluation questionnaire.

Responses to questionnaire items were pooled across workshops so that the data presented represents the reaction of respondents to the series rather than to any one particular workshop. Results of responses to all questions are presented descriptively. In cases where individuals attended more than one workshop their completed questionnaires were treated as independent ratings of two separate events. Ratings were made on a five point scale where 1 equalled

minimal agreement with the questionnaire statement, 3 equalled moderate agreement, and 5 equalled great agreement. The ratings themselves were collapsed from five to two categories for presentation in this report. A response was classified as indicating positive agreement that an objective was accomplished if it was rated 3, 4, 5 on the five point rating scale of which 5 was the most positive rating. The uncollapsed distributions of these ratings, which were all positively skewed, usually had 4 as the median rating on any one particular question (for a complete distribution of ratings for each question see Appendix F).

Table 1 summarizes the responses of the community college and industry participants to a cluster of questions about changes in awareness of the work capabilities, the concerns attendant to, and the future support for employment opportunities for qualified disabled students. Responses by both groups are paired in Table 1 when they are answers to the same questions or reciprocally worded ones (this same pairing procedure was also used in Table 2).

A substantial percentage of participants in both groups in Table 1 were in positive agreement that the CIPHER workshops effectively addressed the program's objectives. Open-ended responses by both groups also generally indicated the view that industry developed a "feel" for the vocational potential of handicapped community college students. Cited as increasing workshop participants' awareness of work capabilities were: illustrations of disabled students in various community college programs as well as their subsequent job placements; the chance to meet disabled individuals who described their own work experiences including--their expert suggestions for

TABLE 1

Ratings of Program Objectives Related to:
Work Capabilities, Concerns About, and Future Support
for the Employment of Disabled Community College Students

Statements Reflecting Program Objectives	Ratings: Percent in Positive Agreement	Respondents	n
CIPHER Workshops:			
* Made the business community more aware of the work capabilities of the disabled	72	C	47
* Made the business community more aware of the work capabilities of the disabled	83	E	23
* Made one more familiar with the industry concerns in hiring the disabled	81	C	26
* Made one more familiar with community college concerns in placing disabled students in jobs	94	E	16
* Were effective in developing industry support for using skilled community students	81	C	42
* Were effective in developing industry support for using skilled community college students	81	E	21
* Will help a community college increase the opportunity for disabled student to secure employment	94	E	18

Note: Questions are presented in abbreviated form. Respondents are community colleges (staff and students)--coded C and employers--coded E.

the restructuring of jobs, making architectural modifications and applying adaptive equipment. Some industry representative, in fact, would have liked to spend more time meeting with larger groups of students at CIPHER workshops. Most community college participants saw industry as expanding its awareness of work capabilities of disabled students, but some community college respondents felt that industry still had stereotypical occupational roles in mind for handicapped individuals.

The CIPHER workshop series also facilitated an exchange of concerns among all parties in hiring and placing people with a disability. This is evidenced by the ratings given this question and is more explicitly delineated in another section of this report which is based on transcripts of the workshop series (see pages 16-64).

Most workshop participants were in positive agreement that CIPHER was effective in developing industry support for employing skilled community college students (see Table 1). This general reaction was in part associated with industry's increased awareness of the work capabilities of the disabled as well as the outcome of problem-solving discussions about placing and hiring disabled employees. The structure of the workshop, which included a series of small group problem solving tasks was often cited as providing the climate for the free open exchange of information and insights necessary for affecting alternative approaches to the problems presented.

Specific comments made to support the prediction of increased support and opportunity for disabled individuals in industry included perceptions by participants of: the consciousness-raising of

employers; corrections of myths and misconceptions about the disabled; illustrations of the range of jobs open to any one disability; and the actions of student personnel staffs as "ombudsmen" on behalf of disabled students. Some employers substantiated their prediction of future support by indicating a willingness to further their commitments to employ disabled individuals, recommend architectural modifications, and contact colleges about available job openings.

Reservations about future support in regard to translating the ambiance of the workshops into job opportunities were voiced by some community college participants. This point of view was characterized by the proviso that CIPHER will be effective only if contact among participants is maintained outside the workshops and if industry progressively utilizes some of the solutions discussed, e.g., enlightening management and restructuring jobs. The measure of support of industry, it was contended, will be indicated best by their response to qualified community college students with disabilities who are referred for employment.

The CIPHER program also had as one of its primary objectives an exchange of information, practices and procedures by both industry and community college participants. Components of the CIPHER program were specifically designed to formally accomplish this objective, e.g., the "update" portion of the workshop (see pages 17-33 for examples of its components); in addition, information exchange also occurred as a by-product of participants' work in small groups and working lunches. It was hoped that the mutual understanding developed between college and industry on how each group functioned will be translated into increased employment

opportunities for community college students with disabilities.

Table 2 summarizes the perceptions of participants to the specific components of the program's "information" objectives. A substantial number of participants were in positive agreement, as indicated by their ratings, that CIPHER workshops provided information and descriptions of functions that each group could use in assisting disabled students secure employment.[7] Both groups also agreed (business to a lesser extent) that the personal contacts made at workshops will facilitate their own work in their respective positions, e.g., college placement personnel now may have entree to a specific personnel manager of a large corporation.

Open-ended comments by community college participants illustrating their favorable ratings indicated that the following information was helpful to them:

- Concrete information about an industry including the entry-level positions available in a particular organization; on a company by company basis--career ladders, hiring practices, employment outlook and environmental accommodations already undertaken; the role of the union as it relates to hiring practices in specific industries.

- A company by company view of how any one interviewee "ought" to present him/herself including--taking an interview and dealing with industry assessment practices; the weight interviewers in particular companies give to such factors as grades, work experience and work attitudes; the need of interviewers to be put at ease by an overtly disabled interviewee who, taking the role of expert, can deal with covert concerns and quickly move on to presenting his/her abilities.

7. For a review of the criteria used for establishing the category of "positive agreement" see page 65. For a complete distribution of ratings to these questions see Appendix F.

TABLE 2

Ratings of Program Objectives Related to:
Knowledge Gained and Contacts Established

Statements Reflecting Program Objectives	Ratings: Percent in Positive Agreement	Respondents	n
CIPHER Meetings:			
* Allowed business representatives to present information I could use in assisting a disabled student in securing employment.	92	C	45
* Allowed community college representatives to present information I could use in assisting a disabled student in securing employment.	74	E	23
* Resulted in business representatives understanding the functions of college student personnel staffs.	78	C	45
* Resulted in college personnel understanding the functions of industry personnel officers.	100	E	15
* Resulted in business representatives understanding the day-to-day functions of college placement personnel.	89	C	44
* Resulted in college representatives understanding the day-to-day functions of industry employment personnel.	94	E	18
* Resulted in personal contacts with individuals in industry which will facilitate my work on campus	89	C	19
* Resulted in personal contacts with individuals in colleges which will facilitate my work in my company	60	E	10

Note: Questions are presented in abbreviated form. Respondents are community colleges (staff and students)--coded C and employees coded E.

Open-ended comments by industry personnel buttressing their positive ratings indicated that the following information was helpful:

- Details of specific programs on community college campuses and the skills students attain having completed these programs; the picture of a community college student who is disabled as illustrated in the case studies presented; the role of the student personnel staffs including the specifics of how a job placement officer or coordinator for the disabled would contact industry regarding the placement of a disabled student;

- Environmental problems that must be considered when employing a disabled individual and at times the overstatement of the cost to make these adjustments; illustrations of adaptive equipment and the concept of job restructuring to accommodate disabled workers.

Community college participants as well as industry personnel were helpful in indicating those areas that need to be explored further to heighten an understanding of each other's domain. Community college participants would have liked to see more of the following emphasized:

- The creation of a still greater sensitivity to the disabled, e.g., "Let them sit in a wheelchair for a day and work, then they will see how it is for the disabled." "I think, like people in so many situations, they may tend to be paternalistic and feel they're doing the handicapped a favor by hiring them."

- A review of assessment techniques needed to predict valid job success for a disabled individual, e.g., "They still rely heavily on academic transcripts which can be a problem or it may not reflect the struggle for achievement by a handicapped student and the motivation they would bring to a job."

- A greater insight into gaining union membership and knowledge of their educational and counseling programs;

- A more intimate knowledge of the community college facilitated by site visits, (the same suggestion was made by representatives in reference to visits to business sites).

Industry personnel suggested considering and/or emphasizing more of the following:

- The fact that all company reps are not in a policy making position; that they exemplify a company's concern and commitment to the issue but they may not be able to change to a large degree the way things are;
- The newness of the handicapped issue for any one particular industry representative; their desire to be educated in a non-hostile way;
- A desire for more examples of various handicapped persons now employed and a point-by-point development of how s/he sought employment and gained it.
- Even more examples of equipment available to the handicapped, information on funds available to defray architectural modification, and tax incentives if any to do so; additional information concerning laws and regulations regarding hiring the disabled as well as the nuances of medical and disability insurance.
- The need to have community college personnel become even more familiar with each industry in which it tries to place applicants and "an appreciation of the needs of the private sector and its emphasis on profitability."

During CIPHER workshops, participants commented on how industry in general needed to be part of a systematic and continuous educative process that dealt specifically with the employment of disabled workers. To accomplish this aim business people gave examples of specifics that were learned at CIPHER workshops which were of value in their aiding handicapped students become more employable. The following quotes illustrate the point:

- "I've learned about the possibility of having a government agency help us in making modest modifications to better accommodate a worker who is disabled."
- "By hearing firsthand how disabled people do their jobs, I've expanded my views regarding what is possible. I had never been aware that a blind person could be a secretary."

- "Learning about technical aids and specialized equipment allows me to view prospective applicants in a different light."
- "Now I realize that we ought to reevaluate job specifications and perhaps view a particular job as one whose functions might be shared."

In addition to indicating the extent to which CIPHER filled an information gap, industry personnel most often remarked about the opportunity for face-to-face interaction and the chance to problem solve in small groups where disabled individuals were represented. As one industry participant remarked, "The only way to break down barriers and clear up 'myths' is to discuss all aspects of the situation in an open and honest manner.... I now have a better understanding of what handicapped individuals are seeking, i.e., equal employment opportunity."

Community college participants were pleased with this workshop series. As a group, they maintained a cautious but favorable outlook for the future. As one community college participant remarked, "Optimism is warranted due to the presence of industry representatives and their mingling with college placement people and meeting with disabled students." Referring to the often-cited industry criterion of the "bottom line," however, they will await the long-term effects of CIPHER as it relates to the future employment of disabled students.

Community college personnel, as a result of meetings with industry representatives, recognized that they should increase their activities. This included: training students to meet with industry personnel in an interview situation, increasing students' contact

with industry prior to graduation through field trips and cooperative education experiences, and increasing the community colleges' articulation with industry through programs like CIPHER.

CONCLUSIONS AND RECOMMENDATIONS

Although industry participants in the CIPHER project represented companies from different occupational clusters, the issues and concerns that evolved during the workshops had a generic quality. Regardless of a company's major endeavor, be it retailing, transportation, data processing or whatever, personnel people voiced mutual concerns and raised similar issues when discussing problems related to employment of disabled individuals. From these issues and concerns which comprise the middle section of this document, the following conclusions are offered:

Industry

- Many personnel departments have not shed completely the mythology associated with hiring disabled workers.
- Most small and middle-size companies need outside support and direction in developing affirmative action programs vis-a-vis employment of handicapped workers.
- Companies need to receive up-to-date information on the legal aspects related to hiring disabled people.
- There is a need for the business community to share expertise of effective practices developed in hiring disabled workers.
- Economic trends that affect the labor market negatively have greater impact on employment prospects of the disabled worker than on the disabled population.
- Companies that are motivated to increase the percentage of disabled workers hired may need to reevaluate and/or redesign job specifications and job requirements.
- Business and labor unions need to include in their collective bargaining agreements ways and means to increase hiring rates of disabled workers.
- The hiring of disabled individuals can be perceived as a necessary first step in the employment process. However, follow-up measures are needed that provide awareness training of line supervisors, department managers and co-workers.

- Community colleges are not perceived adequately as being a reservoir for filling entry-level jobs.

- The motivation for a company to hire disabled workers is directly related to corporate policy. Ways to develop such policy are most often viewed as coming downward from higher levels. However, pilot projects developed by personnel departments can serve as stimuli to upper management to change policy.

- Employers' lack of information and/or misinformation regarding financial costs of removing architectural barriers and/or making accommodations in the work setting are factors that inhibit hiring of disabled workers.

- In situations where the hiring of a disabled worker has not worked out, the employment of handicapped people is sometimes impeded because of faulty generalizations.

- There is the burgeoning of a myth that automatically views disabled workers as being better than average in terms of punctuality, job performance, absenteeism, and loyalty. While research studies have indicated high levels of performance by handicapped workers, it appears that an unfair burden is being placed on the disabled person to prove that s/he is a "high achiever."

- Negative attitudes held by the community-at-large toward disabled people are often transferred to the workplace. Consequently, community-based programs that attempt to modify attitudes will have an impact in the business sector.

Colleges

- Since all the participating colleges in the CIPHER program are currently involved in developing programs for disabled students, there is a need to exchange and share effective practices among the institutions.

- College job placement services have been severely cut back. Consequently, there is a need for colleges to develop alternate ways of communicating with employers to assess labor market trends, hiring practices and job openings.

- In making initial inroads regarding the placement of a disabled student in a company, the placement officer should select a well-qualified student whose potential for success is high. Colleges whose graduates "make good" on the job are able to develop on-going productive relationships with the company, thus ensuring the consideration of future applicants by the firm's employment office.

- Successful job placement of disabled students requires input from several sources on campus, including career counseling, personal counseling and academic. However, the maximizing of these efforts is best done by a coordinator of special services who, in addition, serves as an "ombudsman" for the handicapped population.

- The coordinator of special services for handicapped students serves as a liaison between the student personnel office and the academic faculty and provides a channel for making needed modifications in scheduling, programming and other services for disabled students.

- The job placement officer and the coordinator of special services for disabled students need to work as a team in assisting the handicapped student develop a repertoire of job searching skills. This support is best achieved through a variety of approaches.

- On virtually every campus there are a number of "closet" disabled students who are unknown to the administration. To meet their employment needs, a highly visible program that highlights job skills development needs to be implemented.

Students

- Among the job searching skills that disabled students need to develop is one that deals with presentation of self. An essential aspect of the skill is the ability to make the interviewer comfortable since most personnel people have had little experience in dealing with people who are handicapped.

- Disabled students can best learn self-advocacy skills through organizing on-campus programs which focus directly on students' employment needs.

- Since disabled students by and large lack prior work experience, there is need for cooperative education programs and similar curricula which provide opportunities in the world of work before graduation.

- In dealing with instructors' attitudes toward disabled students, handicapped students need to develop assertive behavior through participation in training programs organized by the office of student personnel.

Recommendations:

The following list are suggestions for future activity on the part of IRDOE. It includes the combined recommendations arising from workshop participants, advisory committees, and project staff.

- Organize a university-wide clearinghouse to facilitate the job placement process.
- Develop a CIPHER-type program for middle-level management.
- Expand future workshops by including the following employers: Boards of education, private and public colleges, government agencies, communication companies, food service industry.
- Conduct a follow-up study of disabled community college graduates.
- Identify and/or develop activities that employers can use to sensitize employees to the needs of disabled co-workers.
- Provide a knowledge base for workshop participants prior to their attending meetings by including information directly related to employing disabled individuals; e.g., medical insurance, workmen's compensation, equipment, architectural barriers, local, state, federal legislation.
- Encourage employers to state their doubts openly by probing in a trusting atmosphere.
- Provide industry with information regarding the kinds of assistance that are available at no or minimal cost, e.g., on the job training programs, braille translators, optical equipment, cooperative education programs.

APPENDIX

Appendix A : Industry/Government/Labor Participants in CIPHER Workshops

Appendix B : CIPHER Workshop Agendas

Appendix C : Materials Used in Small Group Problem Solving Tasks

Appendix D : CIPHER Advisory Committees: Members and Meeting Agendas

Appendix E : Verbatim Report of Applicant's Account of Job Interview

Appendix F : Ratings of Program Evaluations

APPENDIX A

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APPENDIX B

The Graduate School and University Center
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CIPHER WORKSHOP AGENDAS

COLLEGE AND INDUSTRY: PARTNERS IN THE HANDICAPPED EMPLOYMENT ROLE

[CIPHER WORKSHOP/CONFERENCE I]

TRANSPORTATION

AGENDA FOR NOVEMBER 22, 1976

Introduction: Dr. Lee Cohen
Institute for Research and Development in Occupational Education: Past Programming; Future Directions

Community College Participants:
An overview of the functions of the community college in the greater metropolitan area.

Variety of occupational programs.
Role and functions of student personnel people.
.. education/career counselor
.. job placement counselor
.. cooperative education coordinator
.. Coordinator of special services for the handicapped

Business/Industry/Labor Participants:
Overview of services provided by transportation industry: rapid transit, airlines, shipping.
Major occupational/job categories within each segment of the industry.

Job market trends within the industry. Labor needs: current and in the next three to five years.

Personnel practices of each organization.
.. recruitment
.. assessment procedures
.. training programs

In what ways are these modified in the employment of the disabled?

Agenda for November 22, 1976 CIPHER workshop/conference (Continued)

Community College Participants:
Describe the job placement/development activities that you have initiated and used in securing jobs for disabled students?

Business/Industry/Labor Participants:
What are your reactions to procedures used by community college personnel in terms of the industry and/or the organization you represent?

Small Group Activity:
Identify and explore critical problems in employing the disabled as perceived by:
.. disabled students
.. community college personnel
.. business/industry/labor representatives

Large Group Activity:
Approaches that may be used in developing solutions to critical problems.

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COLLEGE AND INDUSTRY: PARTNERS IN THE HANDICAPPED EMPLOYMENT ROLE

[CIPHER WORKSHOP/CONFERENCE I]

TRANSPORTATION

AGENDA FOR DECEMBER 14, 1976

INTRODUCTION: New participants from colleges, industry, and labor

UPDATE: From new industry participants--a description of their organization, personnel needs and personnel practices.

PROBLEM SOLVING IN SMALL GROUPS:

The following problems were derived at the last CIPHER workshop. Solutions to these problems will be considered.

1. Oftentimes personnel officers report that their attempts to hire disabled workers are thwarted by less than positive reactions from supervisors and potential co-workers. What approaches on the job site can be used to ameliorate this problem?

2. Student personnel workers are faced with helping students choose an occupation and plan for its attainment. What specific approaches have you found to be helpful in achieving these objectives for disabled students?

3. The face-to-face interview between the disabled job seeker and the personnel officer is often an educative process for both participants. How does the disabled person present himself in a way that deals with the "asked" and unasked" questions that an employer might have?

*To use our time efficiently we would like all participants to consider solutions to these problems before coming to the workshop.

Agenda for December 14, 1976 CIPHER workshop/conference (Continued)

SIMULATION DEBRIEFING: The Job Placement Process

Prior to this meeting we asked a community college job placement officer to send a disabled student to a company for a job interview. Although the job did not exist, we asked all those involved: placement person, student and personnel officer, to act as if this were the "real" thing. We will examine the process and outcome of this simulated event as perceived by the three people involved.

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COLLEGE AND INDUSTRY: PARTNERS IN THE HANDICAPPED EMPLOYMENT ROLE

[CIPHER WORKSHOP/CONFERENCE]

RETAILING AND ADVERTISING

AGENDA FOR JANUARY 11, 1977

INTRODUCTION: Participants from colleges and industry -- large group
A brief exchange of information -- small group

UPDATE: Business/Industry participants
Job market trends within the industry/business organization
Labor needs: current, projected three to four years
Personnel practices of each organization:
Recruitment
Assessment procedures
Training programs
In what ways are these modified in the employment of the disabled?

PROBLEM SOLVING IN SMALL GROUPS:

The following problems were derived from the previous CIPHER workshops. Solutions to these problems will be considered.

1. Oftentimes personnel officers report that their attempts to hire disabled workers are thwarted by less than positive reactions from supervisors and potential co-workers. What approaches on the job site can be used to ameliorate this problem?

2. Student personnel workers are faced with helping students choose an occupation and plan for its attainment. What specific approaches have you found to be helpful in achieving these objectives for disabled students?

3. The face-to-face interview between the disabled job seeker and the personnel officer is often an educative process for both participants. How does the disabled person present himself in a way that deals with the "asked" and "unasked" questions that an employer might have?

4. In hiring the disabled, it is sometimes necessary to modify working conditions to meet some needs of the employee. How does business/industry approach the task of modifying working conditions to accommodate the disabled?

5. To what extent do personnel officers make use of the community college job placement office to meet their firms' employment needs? What are the advantages/disadvantages to industry in using the job placement office as a source for hiring the disabled?

6. In many instances, businesses, especially large corporations, are concerned with their "public image." In what ways does this concern conflict with their hiring of the disabled for positions when there is visibility of the disability?

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COLLEGE AND INDUSTRY: PARTNERS IN THE HANDICAPPED EMPLOYMENT ROLE

[CIPHER WORKSHOP CONFERENCE IV]

RETAILING AND ADVERTISING

AGENDA FOR FEBRUARY 15, 1977

INTRODUCTION: New participants from colleges, industry, and labor

UPDATE: From new industry participants--a description of their organizations, personnel needs and personnel practices

SIMULATION DEBRIEFING: The Job Development Process

At the end of the last CIPHER session, we asked two community college job placement directors to meet with personnel officers from R. H. Macy and J. Walter Thompson. College personnel were asked to go through the development process as though they were engaging in an actual job development effort. We will review the process and outcomes of this event as perceived by the four people involved.

CASE STUDY IN SMALL GROUPS:

Groups will be provided with background material on several community college students who are disabled. Data will include significant information on education achievement, work history, skill development, etc. Participants will be asked to assess the vocational potential of these students and predict their career paths.

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COLLEGE AND INDUSTRY: PARTNERS IN THE HANDICAPPED EMPLOYMENT ROLE

[CIPHER WORKSHOP CONFERENCE V]

ACCOUNTING AND DATA PROCESSING

AGENDA FOR MARCH 15, 1977

INTRODUCTION: Participants from colleges and industry

UPDATE:
* Industry representatives describe their organizations.
* Job market trends in accounting and data processing.
* Job descriptions of entry level positions in accounting and data processing.
* Experiences of industry representation with disabled employees.

PROBLEM SOLVING IN SMALL GROUPS:

Design a step-by-step program to orient an employer to the employment potential of handicapped individuals, including those who have graduated from two and four-year colleges.

In approaching this task, you can secure information from college representatives in your group on the following:

Occupational training programs offered by the college, e.g., degree requirements, courses offered, skill level of graduates.

Jobs held by alumni who are disabled.

Successful, as well as unsuccessful, efforts in placing students with varying disabilities.

CASE STUDY IN SMALL GROUPS:

Groups will be provided with background material on several community college students who are disabled. Data will include significant information on educational achievement, work history, skill development, etc. Participants will be asked to assess the vocational potential of these students and predict their career paths.

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COLLEGE AND INDUSTRY: PARTNERS IN THE HANDICAPPED EMPLOYMENT ROLE

[CIPHER WORKSHOP CONFERENCE VI]

ACCOUNTING AND DATA PROCESSING

AGENDA FOR APRIL 19, 1977

INTRODUCTION: Participants from colleges and industry

UPDATE:
* Industry representatives describe their organizations
* Job market trends in accounting and data processing
* Job descriptions of entry level positions in accounting and data processing
* Experiences of industry representation with disabled employees
* Corporate policies that affect employment of the disabled

COMMUNITY COLLEGE PLACEMENT COUNSELORS:

Examples of successful placements of disabled students

Analysis of elements that contributed to the success of the placement.

PROBLEM SOLVING IN SMALL GROUPS:

Design a step-by-step program to orient an employer to the employment potential of handicapped individuals, including those who have graduated from two and four-year colleges.

In approaching this task, you can secure information from college representatives in your group on the following:

Occupational training programs offered by the college, e.g., degree requirements, courses offered, skill level of graduates

Jobs held by alumni who are disabled

Successful, as well as unsuccessful, efforts in placing students with varying disabilities

APPENDIX C

METHODS AND MATERIALS USED IN SMALL GROUP EXERCISES

Problems Generated Using Nominal Group Technique

Community Colleges

1. Identifying resources to support costs of modifying facilities and equipment.
2. Should students reveal "non-visible" disabilities?
3. How do business organizations deal with the problem of self-revelation of disabilities?
4. What are some of the myths still held by industry regarding the hiring of the disabled? How can these be rebutted?
5. Raising levels of awareness of industry.
6. Whose responsibility is it to assume leadership in educating the public?
7. How to provide services to the disabled in light of retrenchment.
8. Attitudes and reactions to disabled students by job placement counselors.
9. Career development of disabled student.
10. Educating industry toward hiring the disabled.
11. Lack of knowledge of options available for the disabled.
12. Resources of information for the disabled.
13. Questions that industry may have about hiring the disabled.
14. Training students in job searching skills, e.g., resume writing, interviewing, etc.

Industry problems

1. Emotional readiness of the disabled indivual to cope with the realities of the world of work.
2. Developing approaches, methodologies, techniques that are most effective/beneficial to business/industry regarding initial contact between industry and individual.
3. Using one's disability as a way of avoiding "tasks" on the job.

4. What are the approaches that personnel in industry can develop in laying the groundwork for the employment of the disabled?

5. Union contracts.

6. Communication network among community colleges, industry, labor.

7. Education of employer to needs and capabilities of disabled.

8. Educating co-workers on how to relate to disabled employee.

9. Safety of the worker on the job.

Disabled students

1. Validity of college curriculum as it relates to job market.

2. Transportation.

3. Attitudes of the employer toward the disabled.

4. Does the employer have greater expectations of an individual who is disabled?

5. What kinds of modifications are companies willing to provide in accommodating the disabled employee?

6. How do business organizations approach the placement of a disabled employee vis-a-vis the public image that the business wants to project. (visibility of disability)

7. Medical and health standards.

8. Lack of prior work experience.

9. Depressed economy--poor job market.

10. Feelings of inadequacy and/or being alone in having to solve job related problems, e.g., transportation to the job, architectural barriers.

11. Opportunities for upward mobility.

12. Differing perceptions between prospective employee and employer in defining disability.

13. Instructor attitudes towards disabled.

14. How to present oneself to the employer.

15. Attitudes of employers toward disabled. (Sensitizing the employer)

Note Taking Guide for Participants in Job Simulation

Each of the three participants in the job simulation activity were asked to take notes on specific aspects of the job placement process.

Job Placement Officer - Notes taken on the following:

1. Your considerations in selecting an applicant for the job opening;
2. Any activities undertaken by you prior to meeting or contacting the student;
3. The contact with the industry personnel office. What information was exchanged? How did you feel about the contact?;
4. The activities undertaken by you when you contacted or met with the student prior to the job interview;
5. A description of any post-interview activity;

Student - Notes taken on the following:

1. What occurred when you met with the job placement officer?
2. Any preparation you made prior to going on the job interview;
3. A description of the interview. How did you present yourself and your skills? What was your reaction to the interview process?
4. Any post-interview activity undertaken by you;

Personnel Officer - Notes taken on the following:

1. The contact with the community college placement officer and the information exchanged; Your reaction to the contact;
2. Any preparation you made for the job interview;
3. A description of the interview; What materials were requested of the applicant? What testing was undertaken? What was your reaction to the applicant in terms of performance in the interview and suitability for the job?

Student Profiles for Case Studies

Allan

Allan is an honors graduate of a two-year CUNY college. His major is accounting and he has made Dean's list on several occasions. He is now considering continuing his schooling at a four-year college. His long range career objective is to become a Certified Public Accountant.

If he could, Allan would like to get a job now but has not been successful in this regard due to his disabilities--cerebral palsy and epilepsy. The cerebral palsy condition has resulted in relatively minor motor difficulty with one hand and one leg (much like a stroke patient). However, his epileptic condition is only moderately controlled by medication and he is still prone to seizures which he has had at school.

Allan's work history has been strongly influenced by his epilepsy. He has been refused after school jobs as far back as high school because of this condition. His coop internship at the college had to be taken on campus because cooperating firms were concerned about injuries resulting from accidents at work. In addition, some companies were concerned about the reactions co-workers might have to his seizures.

Allan is understandably frustrated, but hopes the new medication he is taking will bring his condition under control.

Transcript

Semester/Year	Course Title	Grade	Semester/Year	Course Title	Grade
SP 1976	Writing	B	WI 1974	Basic Comp	B
	Inter Acct 2	A		Algebra	B
	Cost Acct 2	A		Prin Acct 2	B
	Appl Acct	B		Bus Law	C
WI 1975	Coop Educ	B	FA 1974	Fund Writing	C
FA 1975	Calculus 1	B		Basic Math 2	C
	Inter Acct 1	C		Soc Sci Inten	B
	Cost Acct	B		Prin Acct 1	A
SU 1975	Coop Educ	A		Bus Org and	
SP 1975	Writing & Lit	A		Mngment	B
	Pre-Cal Math	A			
	Intro Eco 1	B			
	Prin Acct 3	A			

Student Profile

Jim: Age 29

Jim first entered the community college as a student in the homebound program for disabled students. Up until that time he was out of work, not having the skills to secure employment. His entry into the homebound program was done without agency support. Having demonstrated the ability and motivation to take on college work in the homebound program, Jim received agency support to attend school on campus including transportation and tuition costs.

In college Jim majored in Business Management with a concentration in Marketing, and will graduate with a C average overall making him an average student (Transcript Attached). His counselors feel that his school grades underestimate his ability as well as his potential to perform on the job. He is described as highly motivated and has had excellent school attendance even in bad weather.

"Jim has good interpersonal skills, acts in a mature manner and presents himself well." He is a regular member and active participant in workshops for disabled on campus. Disabled peers view him as a positive role model, exemplifying an individual who has been able to make it through the system.

Jim currently lives at home with his parents who are seen as supportive. In his free time he listens to music or visits museums, parks, or stays with friends. He doesn't watch TV much.

Jim's only work experience has been a full-time summer job doing clerical work, answering the phone, and acting as a screening receptionist. His summer job was on a 9-5 basis.

Jim is interested in a people-oriented job in management. He aspires toward becoming an entry level management trainee in a department store or bank.

Jim has muscular dystrophy which has confined him to a wheelchair which is non-motorized and can be maneuvered by him. He has some weakness in his arms and cannot lift heavy objects. While he may get tired at times, it is felt that he can sustain his work over a full day. His muscular dystrophy condition is currently stabilized. The job related physical accommodations needed by him would be wheelchair accessibility.

Transcript

John

Semester-Year	Course Title	Grade
SU 73	Comp Workshop	P
FA 73		
	Bus Org & Managemt	A
	Business Law I	B
	Engl Comp I	B-
	Bas Math Skills	P
SP 74	Princ of Acctg I	B
	Personnel Managemt	C+
	Engl Comp 2	B
	Fund Math	A
FA 74	Princ of Stat	A
	Elem of Marktg	B+
	Intr to Economics	B+
	Psychology	B-
SP 75	Business Math	A-
	Elem of Advertising	B
	Princ of Finance	B-
	Fund of Speech	A-
FA 75	Princ of Biology	W
	Intrd Bus Data Pro	W
	Crit Iss In H E	W
	Amer. Civil. 3	W
SP 76	Princ of Biology	C
	Intrd Bus Data Pro	A
	Crit Iss in H E	B+
	Amer. Civil. 3	C-
FA 76	Marketg Research	C
	Elem of Salesmnshp	B
	Elem of Retailing	B-
	Sociology	B

Student Profile

John: Age 50

John returned to college after having lost his sight in 1972 because of a diabetic condition which has now been stabilized. He was sponsored through school by CVH* and Veterans Benefits. His major is Business Management with a concentration in Marketing. His overall average is B and he has made Dean's list for three semesters (Transcript Attached).

John is described as very personable, highly verbal and possessing excellent interpersonal skills. "He is easy to talk to and charming." He is seen as having made an excellent adjustment in terms of dealing with his disability. John can operate independently and has made his own arrangements for readers and equipment while at school. He has good relationships with all his counselors.

John is married and has two children. He helps out with work around the house and leads an active family and social life. His hobbies include CB and Ham radio which he took up after losing his sight.

John's work history goes back to 1946 when he started work as a statistical typist and later became a lading clerk. From 1950 to 1972 he worked as an electrical wireman for two firms.

John is currently interested in accounting or becoming a management trainee. He is currently brushing up on his typing and braille skills with a private tutor.

John is fully mobile on public transportation with the help of a seeing eye dog. On the job he will be given a talking calculator and braille typewriter by CVH as needed. Other modifications that are needed to perform job requirements will also be paid for by CVH.

*Commission for the Visually Handicapped

Transcript

John

Semester-Year	Course Title	Grade
SU 73	Comp Workshop	P
FA 73		
	Bus Org & Managemt	A
	Business Law I	B
	Engl Comp I	B-
	Bas Math Skills	P
SP 74	Princ of Acctg I	B
	Personnel Managemt	C+
	Engl Comp 2	B
	Fund Math	A
FA 74	Princ of Stat	A
	Elem of Marktg	B+
	Intr to Economics	B+
	Psychology	B-
SP 75	Business Math	A-
	Elem of Advertising	B
	Princ of Finance	B-
	Fund of Speech	A-
FA 75	Princ of Biology	W
	Intrd Bus Data Pro	W
	Crit Iss In H E	W
	Amer. Civil. 3	W
SP 76	Princ of Biology	C
	Intrd Bus Data Pro	A
	Crit Iss in H E	B+
	Amer. Civil. 3	B-
FA 76	Marketg Research	C
	Elem of Salesmnshp	B
	Elem of Retailing	B-
	Sociology	B

Student Profile

Ron

Ron has just completed the accounting curriculum at one of CUNY's community colleges. Taking a full course load each semester he completed his degree with a C+ average overall and a B- average in his major. While he maintained respectable grades his average dropped during his last semester. The two "A" grades Ron received were both in math related courses and may indicate an above average ability in this area. In addition to an expressed interest in his major area of accounting, he also shows some enthusiasm for computer technology.

Ron's disability is spina bifida and he is confined to a wheelchair. In addition, he has scoliosis. He has full use of his upper body with no decrement in arm strength. Ron is sponsored by the Office of Vocational Rehabilitation, and is provided with transportation to and from school in a van.

Ron is viewed by his counselor as an individual who enjoys being part of the regular school scene and is outgoing with his classmates. Ron is characterized as independent and at ease with his disability, accepting it as a natural part of his life. He plans to learn to drive soon and will probably have no difficulty obtaining a license.

Ron is an active member of an on-campus self-help group for disabled students. He enjoyed attending meetings of this group and viewed them as a way of helping newcomers on campus. In meetings he usually took a problem solving tack and was not adverse to suggesting or taking action.

Ron's short range occupational plans are to obtain a junior accounting, bookkeeping or office manager position. However, he is also con-

sidering continuing his studies and transferring into a four year college. His long range career objective is to become a Certified Public Accountant. To date his counselor knows of no work experience he has had. In the counselor's estimate he will make a reliable employee who is capable of "producing" and taking on increasing amounts of responsibility. Ron communicates effectively and shows a degree of consideration towards others which could be helpful in carrying out supervisory functions. A job site for Ron would have to be wheelchair accessible.

Ron's Transcript

Semester-Year	Course Title	Grade
FA 74	Bas Math for Coll	S
	Develop Writing	S
	Dev Reading	S
	Effective Speaking	B
	Prin of Acctg 1	B
SP 75	English Comp 1	B
	Intro to Business	C
	Business Law	B
	Prin of Acctg 2	B
	Business Math	A
FA 75	Statistics	A
	Prin of Acctg 3	C
	Cost Acctg	C
	Business Machines	B
	Taxes	C
	Intro to Data Proc	C
SP 76	American Lit 2	B
	Internal Auditing	B
	Intermediate Acctg	D
	Business Mgmt	B
FA 76	Consumer Economics	C
	Princ of Economics	I
	Cobol 1	C
	Princ of Sci 1	B
	Intro Lit: Fiction	C

Student Profile

Maxine

Maxine has recently completed a two-year liberal arts degree at a community college. Maxine's disability is cerebral palsy. She is ambulatory, has a secondary speech impediment and a hearing impairment which is totally corrected by hearing aids. Maxine's speech is intelligible when in face-to-face communication, but is not so over the phone.

Maxine's initial career objectives were in education--as a teacher or teacher's aide. However, after a co-op experience in a school setting, she changed her goals, in part because of the additional undergraduate and graduate training required for teaching positions.

Maxine's counselor arranged an on-campus co-op experience for her in one of the college's accounting offices where she had the opportunity to utilize some of the clerical skills she had already developed. She initially spent some time observing and being introduced to office procedures and took on filing and duplicating. Under the supervision of the office manager she was trained to use the adding machine and posted checks. Eventually, she re-organized the filing system in the office and took on some light typing. Her typing, however, was limited by her motor limitations and her speech ability precluded any work over the telephone.

As a result of her work in the accounting office, Maxine changed her view of the opportunities available in this field and since graduating she has enrolled in a bookkeeping and one-handed typing program at a rehabilitation center.

Maxine will be looking for work as a bookkeeper. She is still not

able to do phone work, but her typing skills have improved as a result of additional training. She is viewed by her counselor and co-op supervisor as having excellent interpersonal skills.

Maxine now has a driver's license, has use of a family car, and has no travel restrictions.

Transcript

Maxine

Semester-Year	Course Title	Grade
SU 1976	Elem Stat	D
	Princ Acct 1	WU
	Coop Educ	B
SP 1976	Health	C
	Abnormal Psy	INC
	Off & Per Mngmt	B
WI 1975	Writing & Lit	D
	Group Discussion	NC
	Bio Sci	B
FA 1975	Oral Comm	B
	Algebra	B
	Dev Psy 2	C
SU 1975	Short Story	NC
	Biol Sc	NC
SP 1975	Writing & Lit	NC
	Coop Educ	B
WI 1974	Writing & Lit	NC
	Ecology	C
	Dev Psych 1	A
FA 1974	Coop Educ	B
SU 1974	Basic comp	C
	Algebra	NC
	Suc of Fam	C
SP 1974	Basic Math 2	C
	Gen Psych 1	C
	Reading & Study	B
	Fund Writing	B
WI 1973	Basic Math 1	C
	Intro Soc Sci	C
	Fund Writing	NC
	Reading & Study	NC
FA 1973	Intro Suc Sci	NC
	Basic Reading	C
	Comm Inten	A

Questions Used In Analyzing Case Studies

1. How should the student you are discussing go about looking for a job?

2. What obstacles or roadblocks might s/he encounter in looking for work?

3. What do you think of his/her vocational aspirations. Should other options be considered?

4. What job might be suitable for him/her in your firm?

5. What kind of assistance do you think s/he would need on a job in your firm?

6. Which skills would this person need to develop further to be employable by you?

7. If this person were hired by you, would co-worker relations become an issue?

8. What type of position do you think this person will be holding three years from now?

Finally, did different views exist in your group with regard to these questions?

Methodology

Role Reversal Activity: Summary of Responses

College staffs

- Identifying jobs within the corporate structure that are suitable for two year college graduates.
- Determining the kinds of jobs that are appropriate for people having differing disabilities.
- Designing a campaign to encourage top management to develop a broad and intensive policy regarding hiring of disabled workers.
- Communicating to community colleges that the company welcomes referrals of qualified disabled students.
- Informing the college job placement office of the kinds of jobs that are/or will be available in the near future.
- Developing an informal referral process between company personnel office and college job placement office.
- Taking a broader view of job restrictions and eliminating preconceived notions of what a disabled person is capable of doing.

Industry personnel

- Making field visits to companies to see firsthand what the demands of the job are.
- Evaluating the competencies of students before the interview to make certain that they are qualified for the job.
- Maintaining contact with alumni to determine the suitability of job placements.
- Publicising success stories of job placements.
- Serving as an "ombudsman" for the applicant who is disabled.
- Providing an intensive job searching skill program that highlights interviewing techniques.

APPENDIX D

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
Graduate Center: 33 West 42 Street, New York, N.Y. 10036
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CIPHER ADVISORY COUNCILS: MEMBERS AND AGENDAS

Business/Industry/Government/Labor Advisory Council

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Paul Cholak, Administrator Employee Relations	R. H. Macy, Inc. 151 West 34 Street Room 1303 New York, N. Y. 10001
Louis Cirami, Vice President	Kerns Manufacturing Company 37-14 29 Street Long Island City, N. Y. 11101
Deborah Fuller Personnel Director	Hospital for Special Surgery 535 East 70 Street New York, N. Y. 10021
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James A. Smith Associate Area Representative of the HRDI	Human Resources Development Institute AFL CIO 386 Park Avenue New York, N. Y.
Bruce Wallin, Vice President Personnel & Administration	Young and Rubicam 285 Madison Avenue New York, N. Y. 10017

Community College Advisory Council

(Deans)

Dean Robert M. Feinstein	New York City Community College
Dean Jeffrey Kleinberg	LaGuardia Community College
Dean Irving Slade	Queensborough Community College
Dean John Q. Adams	Nassau Community College
Dean Murray S. Plissner	Kingsborough Community College
Dean Peter Martin	Hostos Community College
Dean Richard Gonzalez	Manhattan Community College
Dean Richard Streiter	Fashion Institute of Technology
Dean Dolores Bullard	Bronx Community College
Dean Julius Ford	Westchester Community College
Dean Stamos Zades	Staten Island College

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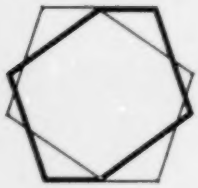
Business/Industry/Government/Labor Advisory Council

Agenda for November 10, 1976

- What kinds of information and contacts are needed by employers (people who do the recruiting, screening, hiring) to affect positive change concerning the employment of the disabled community college graduate?
- What do community college student personnel counselors/job placement people need to know concerning some of the more important aspects used by employers in recruiting and hiring the disabled?
- What significant labor market trends should be considered in preparing the disabled community college student for employment?
- Relationships that ought to be made between community colleges and employers to maximize placement of disabled community college graduates.
- Review tentative agenda for the regular November 22, 1976 CIPHER meeting.



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Business/Industry/Government/Labor Advisory Council

Agenda for January 5, 1977

- Advisory Council members report on employment happenings in their organizations and within the industry.

- A review of two previous CIPHER meetings with transportation industry

  -- Positive Outcomes
  -- Problems

- Current phase - the two upcoming CIPHER meetings on January 11 and February 15 involving the Retailing and Advertising industries.

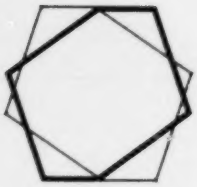
  -- Review tentative agenda of January 11 meeting.
  -- What additional questions should we be asking? What activities should we be initiating (before, during and after CIPHER sessions)?

- Plans for Phase III - last two sessions.

  -- Instead of focusing on a career cluster -- e.g., health careers, technologies -- emphasis will be on occupations -- e.g., accounting, data processing.

- Developing plans for looking ahead next year.

  -- What kind of program should CIPHER be next year?



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Business/Industry/Government/Labor Advisory Council

Agenda for March 9, 1977

- Review of the four CIPHER workshops, e.g., which activities were successful? Why?
- Participant perceptions of the programs and the implications for future programs.
- Ideas for different kinds of programmatic activities.
- Looking ahead to industries that ought to be included in the 1977-78 program.

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Community College Advisory Council

Agenda for November 9, 1976

- The status of job counseling, job development, and job placement activities for the able bodied and disabled on campus under the present austerity budget;
- The approaches that community colleges currently use or would like to see implemented in expanding employment possibilities of disabled students;
- The relationships that ought to be made between college occupational programs and Business/Industry/Labor/Government;
- Review tentative agenda for the regular November 22, 1976 CIPHER meeting.

Community College Advisory Council

Agenda for February 22, 1977

Since our last meeting with you in November, we have had four productive CIPHER meetings. We would like to review some of the workshop highlights and get your reaction to our plans for the future.

In addition we would like to deal with the following:

- Status of job placement vis-a-vis disabled and nondisabled students;
- Perceptions of how CIPHER is or is not meeting the needs of the community college student personnel office; and
- What projects ought the Institute develop to meet the needs of handicapped students.

APPENDIX E

VERBATIM REPORT OF APPLICANT'S ACCOUNT OF JOB INTERVIEW

The job placement person at the college called me and indicated that she had a job interview for me. She described a job that she felt I was qualified for. She wanted me to learn firsthand what kind of barriers existed and the modifications that would be needed for me to fill this job. My skills were more than what was required but she knew there would be architectural barriers and she wanted to see how I would react to them.

I had to hire a van that specializes in transporting disabled people. I was informed by the placement officer that there were some barriers, a few steps, revolving doors but on the side were regular doors. Well! When we arrived, there were seven steps. I counted them because I always count steps. The driver was capable of getting me up the steps, but the first thought that came to my mind was --what if I were coming here by myself? I couldn't take it--even though I was qualified. Once inside the door there were four more steps--by this time I was petrified. The freight elevator had an operator which took me up. When I met the interviewer she was cordial and friendly--she had an air of friendliness and was businesslike.

In preparing for the interview it took me all night and a day to decide which dress to wear. I wanted to look more dignified. I needed something that was warm since it was cold outside.

I considered myself well versed on what my skills were--I had a resume. I filled out an application and went into the manager's office for the interview. She gave me a thorough job description

which I had already known since the college placement officer had briefed me thoroughly. It was helpful in filling out the application for Grade 5 receptionist.

The manager gave me an outline of what was expected of me and I said I could handle it all. The placement officer thought the interview would take 15 minutes, but it took more than an hour. The manager asked me questions related to my resume and noted things that I had done. She said that she was impressed.

After describing what the company was all about, she asked me if I had any questions. I did ask her questions about the equipment used on the job since I would be handling the phones for secretaries who were away from their desks. The manager explained that I would be given training in the use of a touchtone telephone.

I asked her if the insurance covered my child.

She told me about the union, and some of the people who worked in the offices. The conversation was free of tension or negative feelings.

Her manner made me comfortable. On some interviews that I've had previously, the interviewer's style and manner made me cynical.

The manager indicated that I would not have to take typing tests after seeing how well written the resume had been typed, and in fact there was little typing needed on the job. I told her I would submit references on request in addition to those required on my application.

I was uneasy about my driver who I had told I would be here for a short time and I had already spent more time than I had expected. He was getting impatient--that's another thing that

disabled people have to cope with and that is waiting--patience is not virtuous as far as I am concerned.

I asked her one question I'm sure she didn't expect--"Do you have a ladies room on this floor and is it accessible?"

There was one step up to the ladies room--and I said you don't have to tell me any more--it isn't accessible. At this point, the interview ended. I felt great being qualified for the job--and she felt good about my skills.

APPENDIX F

PARTICIPANT RATINGS OF ACCOMPLISHMENT OF PROGRAM OBJECTIVES

Questions Answered by College Participants

One of the aims of the CIPHER program is to make the business community more aware of the work capabilities of the handicapped. Do you feel this was accomplished in this meeting today? (Rating from 1 to 5: minimal = 1, moderate = 3, large = 5). Please give an example(s) that illustrates your rating.

Percent responses in each rating category
(n = 47)

1	2	3	4	5
17.0	10.6	19.1	44.7	8.6

Did the business representatives present the kind of information you can use to assist a disabled student in securing employment? (Rating from 1 to 5: minimal = 1, moderate = 3, large = 5). Please describe the information that was helpful.

Percent responses in each rating category
(n = 45)

1	2	3	4	5
4.4	4.4	35.6	24.4	31.2

As a result of today's meeting have the business representatives increased their understanding of the functions of college student personnel people? (Rating from 1 to 5: minimal = 1, moderate = 3, large = 5). Do you have any suggestions for increasing their understanding?

Percent responses in each rating category
(n = 45)

1	2	3	4	5
8.9	13.3	22.2	44.4	11.2

Do you feel that business representatives now have a better understanding of the day-to-day problems and issues which confront placement people? (Rating from 1 to 5: minimal = 1, moderate = 3, large = 5). What don't they understand (if anything)?

Percent responses in each rating category
(n = 44)

1	2	3	4	5
9.0	2.3	31.8	36.4	20.5

How effective was today's workshop in developing industry support for using skilled community college students who are disabled? (Rating from 1 to 5: slightly = 1, somewhat = 3, very = 5). What reasons for your rating?

Percent responses in each rating category
(n = 42)

1	2	3	4	5
14.2	5.0	42.7	23.80	14.3

As a result of today's CIPHER workshop, I became more familiar with industry concerns in hiring the disabled. (Rating from 1 to 5: minimal = 1, moderate = 3, large = 5)

Percent responses in each rating category
(n = 26)

1	2	3	4	5
1.5	7.7	26.9	30.8	23.1

I made personal contacts with industry/labor representatives that will help me carry out my career counseling and/or job placement responsibilities. (Do not answer if your position at the college does not include career counseling or placement.) (Rating from 1 to 5: minimal - 1, moderate = 3, large = 5).

Percent responses in each rating category
(n = 19)

1	2	3	4	5
0	10.5	21.1	36.8	31.6

Questions Answered by Industry Participants

One of the aims of the CIPHER program is to make the business community more aware of the owrk capabilities of the handicapped. Do you feel this was accomplished in this meeting today? (Rating from 1 to 5: minimal = 1, moderate = 3, large = 5). Please give example(s) that illustrates your rating.

Percent responses in each rating category
(n = 23)

1	2	3	4	5
8.7	8.7	26.1	30.4	26.1

Did community college participants present the kind of information that a personnel officer can use to assist a disabled student in securing employment? (Rating from 1 to 5: minimal = 1, moderate = 3, large = 5). Please describe the information that was helpful. What types of information would you like to have that was not discussed at the meeting?

Percent responses in each rating category
(n = 23)

1	2	3	4	5
8.7	17.4	47.8	4.3	21.8

As a result of today's meeting have the participating college personnel increased their understanding of the functions of personnel officers in industry? (Rating from 1 to 5: minimal = 1, moderate = 3, large = 5). Do you have any suggestions for increasing their understanding?

Percent responses in each rating category
(n = 15)

1	2	3	4	5
0	0	33.3	40.0	26.7

Do you feel that the college placement people now have a better understanding of the day-to-day problems and issues which confront business/industry people? (Rating from 1 to 5: minimal = 1, moderate = 3, large = 5). What don't they understand (if anything)?

Percent responses in each rating category
(n =18)

1	2	3	4	5
0	5.6	44.4	27.8	22.2

Do you feel that a CIPHER type program helps a community college increase the opportunity for a disabled community college graduate to secure employment? (Rating from 1 to 5: minimal = 1, moderate = 3, large = 5). In what way?

Percent responses in each rating category
(n = 18)

0	5.6	16.7	33.3	44.4
1	2	3	4	5

How effective was today's workshop in developing industry support for using skilled community college students who are disabled? (Rating from 1 to 5: minimal = 1, moderate = 3, large = 5). What was the reason for your rating?

Percent responses in each rating category
(n = 21)

4.8	14.3	28.6	43.3	19.0
1	2	3	4	5

I became more familiar with community college concerns in placing disabled students. (Rating from 1 to 5: minimal = 1, moderate = 3, large = 5).

Percent responses in each rating category
(n = 16)

0	6.3	31.2	37.5	25.0
1	2	3	4	5

I made personal contacts with community college representatives that will help our organization carry out personnel functions. (Rating from 1 to 5: minimal = 1, moderate = 3, large = 5).

Percent responses in each rating category
(n = 10)

30.0	10.0	20.0	20.0	20.0
1	2	3	4	5

Do you feel that a CIPHER type program helps a community college increase the opportunity for a disabled community college graduate to secure employment? (Rating from 1 to 5: minimal = 1, moderate = 3, large = 5). In what way?

Percent responses in each rating category
(n = 18)

0	5.6	16.7	33.3	44.4
1	2	3	4	5

How effective was today's workshop in developing industry support for using skilled community college students who are disabled? (Rating from 1 to 5: minimal = 1, moderate = 3, large = 5). What was the reason for your rating?

Percent responses in each rating category
(n = 21)

4.8	14.3	28.6	43.3	19.0
1	2	3	4	5

I became more familiar with community college concerns in placing disabled students. (Rating from 1 to 5: minimal = 1, moderate = 3, large = 5).

Percent responses in each rating category
(n = 16)

0	6.3	31.2	37.5	25.0
1	2	3	4	5

I made personal contacts with community college representatives that will help our organization carry out personnel functions. (Rating from 1 to 5: minimal = 1, moderate = 3, large = 5).

Percent responses in each rating category
(n = 10)

30.0	10.0	20.0	20.0	20.0
1	2	3	4	5

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